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ABSTRACT

This document contains the four issues of FACCCTS, the Journal of the Faculty Association of the California Community Colleges, published during the 1995-96 academic year. In the September 1995 issue, faculty members explore sensitive faculty issues: Is tenure's time up? When will part-time faculty finally receive the respect they deserve? Should the 175-day academic calendar be killed? In the November/December 1995 issue, faculty members, fundamentalists, state government, and Assembly member John Vasconcellos voice their vision for the community colleges' future. The February 1996 issue explores "Tidal Wave II," a term coined by the authors of a report from the California Higher Education Policy center for referring to the new students who will flood higher education in the next decade. FACCTS looks at who they are, their attitudes, the job market they are entering, and their vision of the future, in their own words. The May 1996 issue includes stories of some of the keynote speakers and recipients of the 1996 FACCC Awards at the 1996 FACCC Conference. A few statistics about faculty members at the state's community colleges are followed by a wide range of faculty issues. Each issue of the Journal also contains various features such as letters to the Editor, Legislative Report, FACCCTS Survey, and Book Review. (JA)

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FACCCTS:

The Journal of the Faculty Association of California Community Colleges

1995-1996

Volume 2
Numbers 1-4

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Faccets, September 1995- May 1996.

The Journal of the Faculty Association of California Community Colleges, Volume 2, Numbers 1-4

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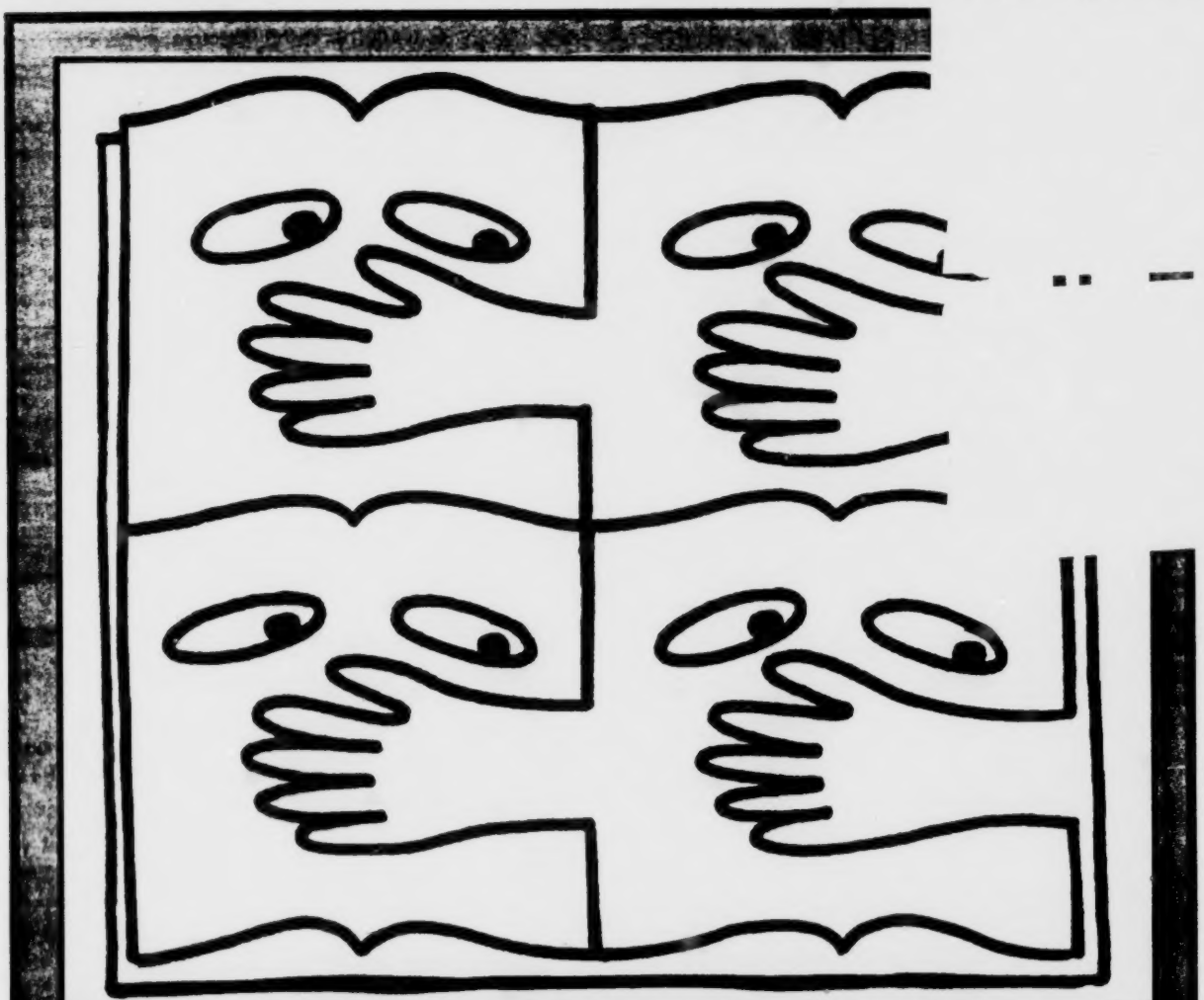
Volume 2 Number 1 September 1995



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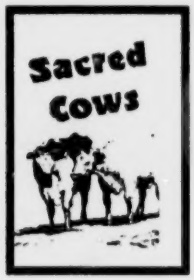
The Taboos of the California Community Colleges ___ page 16

These are the sensitive issues everyone is talking about. Faculty members explore six topics and their main points. Is tenure's time up? When will part-timers finally receive the respect they deserve? Should we kill the 175-day academic calendar? The discussions don't end here. *FACCCTS* offers only a starting point.



Ground Sacred Cow _____ page 8

Everyone's favorite wordsmith is at it again. This time, Sierra College history professor John McFarland tramples on the sacred cows of higher education and defends the lecture as a valid mode of communication in the classroom.

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WHAT'S NEW/WHAT'S NOT

There seems to be no limit to the controversies in higher education today. This issue of *FACCCTS* takes on controversial topics in the community colleges forum that faculty members must discuss, in the hope that they can help create solutions. The cover art by Sacramento artist Allan Jones tells us — in a whimsical way — that these are definitely hot topics.

COVER ART: Allan Jones COVER DESIGN: **Katherine Martinez**

FACCCTS

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EDITORIAL POLICIES

FACCCTS is the journal of the Faculty Association of California Community Colleges, Inc. (FACCC), a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty. FACCC also advocates on behalf of faculty to encourage policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education. *FACCCTS* is published a minimum of four times during each academic year, offering factual information, analysis, and provocative points of view about the politics, philosophy, and practice of education. The primary purpose of *FACCCTS* is to provide a forum for faculty and the California Community Colleges "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC, its Board of Governors, general membership, or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and/or edit all text as deemed necessary. For a copy of current writers guidelines, please call the FACCC office at (916) 447-8555, E-mail: facec@aol.com or write to: *FACCCTS* Editor, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814.

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A Matter of FACCC

JANE HALLINGER

Again we need to ask the question, where are we headed?

It's an old refrain but a valid question. We were sure we had answers. We thought we had done it right: we had ideals, we analyzed the situation, understood what needed to be accomplished and how to fairly realize our aims. We had launched a forward movement.

In 1995 we are still moving, but instead of going forward, we seem to be circling back to reclaim a past ... to invent a time that has become mythologized and never existed. The multitude of discussion on affirmative action is a good example of an ideal that has become so embedded in faulty interpretation that we forget it had a real purpose.* In education, as well as the other institutions of our society, affirmative action was advanced to address both covert and overt inequities. It's not fantasy that people were excluded from access and advancement at many levels: student, faculty, classified employee, and administrator. The American dream was a privileged dream and was based on an American caste system.

Affirmative action from its inception in the Equal Rights Amendment was a means of addressing inequity. What is the agenda of affirmative action? In ideal terms, only to assure an equitable launching pad where all talent has the opportunity to advance in any appropriate arena. We must highlight the key word opportunity. Initially, what was to be offered was opportunity, not guarantee. But intention was reinvented into solutions that surged beyond equity until the solution now creates the problem.

Some would have us believe that the original need has been addressed. I think not. I suggest that we are in an environment of blocked access and still suffer both covert and overt inequities. And this environment extends beyond race and gender. People may be able to now point out cosmetic differences between 1995 and 1965, but the attitudes that pit one group against another, that continue to foster caste systems are still prevalent in our society. Fear of others is still a strong presence in our world, perhaps stronger now than thirty years ago. For leaders to say that we can be a color blind (fill in gender, sexual preference, part-time, even white male) society is absurd. That we could or should live by such a principle is a myth.

Differences exist — we see and hear them daily. We constantly assess abilities which show differences. We evaluate progress made by individuals or groups which show differences. We are aware of differences in color and gender as we make selections. To pretend that we can wipe out differences is to say that we can wipe out Darwin's panorama. To say that opportunity now is alike for all is a dangerous myth.

What is the question? For me, it is how do we maintain the gains yet discard the practices that have confused and subverted the ideal? To celebrate difference seems too trite and I feel is not the answer. However, to accept differences, whatever the source, should be a step toward a more understanding environment for all. If we can acknowledge that we all have biases and that we all respond to differences among us, then we can admit that we will never change differences, and to not acknowledge them is detrimental to the fostering of equal opportunity. Let's not circle back to a world that never existed, and let's not move forward in a denial of a world that surrounds us.

The answer to the basic question of equity is not to throw out affirmative action because the ideal has been subverted in implementation but to readdress the original solution. An opportunity that is equal for all. That is what we ask. That is what we should provide — nothing more, nothing less. When we move too far in either direction, we continue to feed the fears and myths that control rather than illuminate a society.

Jane Hallinger teaches English at Pasadena City College and is president of FACCC.

*At *FACCCTS* press time, Gov. Pete Wilson had sued the state regarding affirmative action. See FastFACCTS, page 12, for more information.

FACCC Agenda for 1995-96

- ☒ Continue to fight for full funding for community colleges.
- ☒ Support measures that provide access and quality for our students.
- ☒ Educate new legislators on the needs of the California Community College System.
- ☒ Promote a dialogue between part-time and full-time faculty on part-time issues.
- ☒ Establish a retiree network.
- ☒ Evaluate the School to Career plans for California and respond to segments that involve community colleges.
- ☒ Reaffirm the original intentions of affirmative action and tenure.
- ☒ Look at reform as part of moving institutions forward but not at the expense of quality programs.
- ☒ Link campus FACCC Councils and campus concerns to Sacramento advocacy.
- ☒ Initiate follow-up activities to the September "Vision" Conference.

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Letters

Thanks for eliminating BA fee

I would like to congratulate FACCC on helping to get rid of the differential fee. This means a great deal to the Language Department at Santa Rosa Junior College. These fees have had a very negative effect on our enrollment, and have kept many adults — especially seniors on fixed incomes — from taking language courses.

Besides the enrollment effects was the fact that it was precisely these people who made our evening and often daytime classes so diverse. Adults bring a wealth of life experience, are competent students and always very appreciative of our efforts. We have missed this constituency sorely and are looking forward to their return.

It is our hope that community colleges have seen the last of these very unfair fees. Once again, thank you for your efforts in this matter.

Hats off to FACCC!

Art Hofmann
Chair, Modern and Classical Languages
Santa Rosa Junior College
via the Internet

Chancellor praises theme, focus

I just finished reading the April 1995 issue of *FACCCTS*. Its focus on change and innovation was timely. More important, the recognition of some of the outstanding activities going on was well-deserved. I hope the journal will be inspirational to all educators, especially those struggling with change.

Congratulations!

Pamilia Fisher
Chancellor, Yosemite Community College District

Part-timer inspired by students

Unfortunately, my situation is not unusual.

I teach 14 dance courses per week at six institutions — all part-time, no benefits, no job security, just a freeway flyer. I wish I could be an independent contractor; at least I'd have some tax benefits.

I am very good at what I do. I teach country/western line, folk dance, tap dance, ballroom and ballet - three levels of each. I adore teaching or I wouldn't put up with being treated as a second-class faculty member. No office, no phone, no seniority, no real support.

However, I have greater compensation than anyone I know. I have 423 students each week who think I'm wonderful! I've had students who brought me flowers, helped me unload and load sound equipment (which I provide for my classes), and in my senior adult classes (for which De Anza pays me half-salary because it's a non-credit class), I had a class surprise me with a $350 wireless mike after I lost my voice twice in class. Many of my senior students are retired teachers looking for: 1) exercise, 2) social life, 3) putting joy back in their life, 4) feeling they belong to part of a community

Without pay, I produce six shows a year for the community. These involve student volunteers who dance, sew costumes, rehearse, etc. We perform for convalescent homes, hospitals, retirement homes, a shopping center honoring seniors and the colleges and senior centers.

Community colleges need to serve all adults, not just those transferring to other colleges or getting job training. We who teach need the support, respect, and pay we deserve.

Thanks for efforts on our behalf.

Donna Frankel
Saratoga

Essays motivate faculty member

I would like to commend the editors and contributors who made the April issue of *FACCCTS* so useful, interesting and timely. I read the issue from cover to cover and found numerous examples of information I need as a community college teacher.

I am seriously considering how to restructure some classes based on Larry Toy's essay and on the interview with Pat Cross. And it's a treat to enjoy some humor a la Gary Morgan's vocabulary list.

Thanks again for an outstanding issue of *FACCCTS*.

Mona Field
Glendale College

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Fearless Changes

By Patrick McCallum

The state has no money, the public wants more government cuts, and the political system is a gallimaufry.* Yet the community colleges ended up with the best budget in four years. Although it may seem a bittersweet victory, this year's state budget is a significant improvement for community colleges. The 1995-96 spending plan includes student fees of $13 per unit, expiration of the differential fee in January, $26 million in instructional equipment and library materials, and $47 million to restore a portion of the property tax shortfall from last year. It also provides the first COLA (3.07 percent) in four years.

Why did the colleges do well in this budget? The short answer is that we have bipartisan support, there is enormous demand, and we provide a high-quality, low-cost service.

It's not easy to predict the future, but some elements that will affect the community college picture are clear: we will serve more under-educated workers, enrollment will climb, and resources to fund higher education will continue to be scarce. This situation will continue with the fecklessness of the legislative system.

Despite, or perhaps because of the challenges we will face, the colleges will receive more attention in the years to come. Economic development will play a large role in this emphasis, as tremendous numbers of displaced workers look to the colleges for retraining. There may also be an additional influx of older students as the BA differential fee sunsets. We know there is an unprecedented number of students in the K-12 system, and it will be only a few short years before these children are adults seeking a college education.

Recent decisions by California's public universities will also have an impact on community college enrollment. For many low income and minority students, the community colleges have provided the only opportunity for education and training beyond high school. This role may expand because the University of California has abandoned affirmative action. We can also expect an increased demand for basic skills instruction, as CSU prepares to close the door on remedial students. Although we don't yet know the specific impacts, the CSU and UC decisions will certainly affect community college enrollment. But to what extent will our colleges be able to fill this void, and to what degree will the additional students be funded? And how many students will fall through the cracks and not enroll in college at all? These questions remain to be answered.

Since this issue is devoted to the sacred cows of politics and education, I want to talk about some ideas for governmental and educational reform. After 14 years with FACCC and two years in the legislature, I can no longer justify our state's legislative and political process. It simply doesn't work. Higher education policy matters are decided more and more by inexperienced decision-makers mired in a dysfunctional structure. As uncharacteristic as it may be for me to state my opinion on such matters, these are my suggestions for improvements:

The courts should eliminate term limits. New legislators simply cannot learn the complexities of state government and fiscal policy fast enough. By the time they begin to develop an expertise, their time is up. Term limits are the result of an uninformed and frustrated electorate who understood that something was wrong, but did not know how to fix it. The result has been an ineffective legislature.

Campaigns should be publicly financed. Although the issues surrounding campaign financing predate the emergence of term limits, short-term political careers have inspired new members to sprint toward fund raising deadlines with amazing speed and consistency. And the campaign season never ends: instead of an election every two years, there seems to be a recall or special election every few months. Given the nearly even partisan split in the Assembly, every election has become crucial to both caucuses, resulting in more resources dumped into campaign mail. The stack of fund-raising invitations on my desk continues to grow.

The only way to solve the problem is by introducing public financing to campaigns. In 1990, the courts determined that campaign expenditure limits are an unconstitutional violation of freedom of speech when private dollars are involved. With public dollars in the funding stream, expenditures can be legally limited, the cost of running for office will drop, and the endless cycle of dialing-for-dollars can end.

The state should consider a unicameral Legislature. The existing structure isn't working, so we should look at new ways of doing things. One option is to scrap the two-house system and create a 120-member unicameral legislative body, especially if term limits remain. Members could be elected for four-year terms, which would give them more time to develop policy skills and work more effectively. And with only one house to manage, administrative savings would result as well.

*gallimaufry, *n.*, (Fr. galimafree) 1. a hash made of meat scraps. 2. a hodgepodge; jumbled assortment. *(Oxford English Dictionary)*

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The state should revamp financing of services. The relationship between state and local government no longer makes sense. One reason for the confusion is Proposition 13, the 1978 initiative that limited increases in property tax bills and curtailed local governments' ability to raise revenues. Property taxes are no longer controlled locally by the entities providing the services, and property tax bills vary inequitably from neighbor to neighbor. This should be balanced with gradual adjustments to the obligations of pre-Prop 13 homeowners.

Another revenue stream we needs to reexamine is the sales tax. Our sales tax is too high and regressive. As the state economy continues to shift from a manufacturing to a service-based economy, why not levy a tax on services that upper-income Californians enjoy? In our current system, the person who mows his own lawn must pay taxes on the purchase of a lawnmower, but the person who relies upon a gardening service pays no tax for that luxury. Many other states already have service taxes.

Corporate taxes also need a review. Newer businesses pay higher tax bills than firmly established companies. And this year, Gov. Pete Wilson attempted to reduce corporate income taxes by fifteen percent. Corporations do pay significant income taxes in California, but there are also numerous loopholes. The corporate tax structure merits close review so that some loopholes are eliminated without discouraging new business in California.

. . . because of the challenges we face, the colleges will receive more attention.

It's unquestionable that the state structure needs to be revamped. We need to tackle a multitude of issues. Here are a few minor steps.

Education advocates should create an intersegmental policy board which includes representatives from both K-12 and higher education. Too often, the colleges, universities and schools get so caught up in the adversarial legislative process that we forget that we are all working toward the same goal: the improvement of California education.

Many decisions are made by one segment of higher education without regard to the effect on students in other systems, and the link between school and a college education is not as strong as it could be. Faculty, administration and the public need more representation in the process.

We should consider separate funding guarantees for K-12 and community colleges. Prop. 98 originally established an aggregate minimum funding level for K-14 education, but did not specify how much of the funding schools and colleges would receive. This set the stage for continual wrangling over funding between K-12 schools and community colleges. FACCC secured a formula that would determine 11 percent as the college share in 1989, but this requirement has been repeatedly suspended. This year, the K-12 groups opposed the bill to restore the 11 percent split over three years, since they believe 10.03 percent is the maximum funding level. The difference of 0.08 percent is over $200 million for CCs, or $2 million per campus. In these zero-sum times, K-12 groups are not going to support any revision in the split. Perhaps a better solution is two separate funding guarantees for schools and colleges.

As enrollments continue to grow, the community colleges will have more students than resources. While we are all tired of hearing about limited funding, creativity often pierces adversity, so we should push ourselves beyond negative thinking and be open to new ways of teaching and communicating.

At FACCC, we must also look for new ways of doing things. Our organization is adapting to a world which is constantly transforming. At the Capitol, the atmosphere has certainly changed. The power of leadership has been diluted and there is more partisan and personal bickering. Over the years, we have developed relationships with influential members such as Willie Brown and John Vasconcellos, and for many years, they delivered. Now their power has weakened. We must continue those existing relationships, yet enter a new era of advocacy.

Our strength is in our members. We must step up our local presence in legislators' districts by bringing members to college campuses and meeting with them more often in their home towns. The newer members are more sensitive to the voices of constituents, since they have only a short while to spend in Sacramento, and fewer long-term relationships at the Capitol. We must also boost our public relations efforts and encourage the public to support us. This will result in more clout to cut deals in Sacramento.

And until campaigns are publicly financed, we must increase our PAC funding. I hate receiving daily fund-raising calls, but it's an unfortunate reality of politics. Our PAC of $100,000 is competing with others that exceed $1 million. In the final days of budget negotiations, those with the PAC dollars somehow receive more favorable attention.

While I'm on taboo subjects, let's consider our relationships with other faculty organizations. The competition that takes place among FACCC, CTA and CFT at the local level must stop. We need to develop a unified approach to community college issues through stronger coordination among faculty. The Council of Faculty Organizations is a foundation that we must strengthen.

FACCC's mission of delivering a strong faculty voice will persevere. Surrounding circumstances and communication methods may change, but our mission endures. The same can be said for the community colleges. Change will be constant, yet the fundamental mission of providing open access to a college education will continue.

Patrick McCallum is executive director of FACCC.

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For your
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tonight's menu
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Ground Sacred Cow

Your Chef
John McFarland

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The assignment is clear: write irreverently about ideas much esteemed in our profession. It is for this writer casting against type and leaves him with the question: What dairy should he visit in search of the sacred cows of education?

In answer, he could do no better than Austin, Texas, where herds of **EduOrthodoxies** graze. These may be viewed annually, at the end of May, in a university conference on community college instruction.

Attendees include those selected on local campuses as outstanding faculty members, but the meetings are integrated. Managers as well as minions, lapsed as well as current teachers, gather.

As befitting a national event, the Austin conference has many parts, some quite admirable. The breakout sessions, conducted largely by instructors, provide as useful and lively a contact with new instructional ideas as are available anywhere. The banquet repasts more closely approximate food than is usual for such events.

And knowledgeable attendees partake of a second menu, this in lieu of expensive hotel breakfasts. Boxed in the conference programs are announcements of sessions reserved exclusively for CEOs. This **exceptionalism** serves both to honor the **sacerdotal order** and to permit free expression of frustration on sensitive topics, one of which, the faculty, is in startlingly close supply.

Thus, while CEOs may attend sessions about teaching, the wisdom of presidenting is closed to instructors. Marxists would, no doubt, explain this as a mystification of power.

But, denied knowledge we may yet eat cake. The door to the CEO room remains unguarded, and for morning sessions the larders in the back spill out fruits, brightly-colored pastries and a deli display of breakfast beverages. This cornucopia stands in telling contrast to the lone water pitcher set out next door for the humble workers of the chalk board.

Hotel employees report that a visit twenty minutes early leaves plenty of time for poaching. **The Captains of Erudition,** immediately recognizable for their better grooming, do not arrive early.

But before any of the above delights may be savored, comes boot camp. Attendees both great and negligible are crushed into vast sweat lodges and seated on chairs designed for the anorexic. Given up to what Martin Amis calls "that strange modern activity, fancy-priced suffering," they are subjected to ideological thunder that is vintage **EdDept.**

> "Alarm is spent on the classroom lecture: blatant, standup delivery of knowledge by verbal means, an outrage now held to be a thin slice below terrorist bombing."

The essential message, and a drill veteran instructors know by heart, is the alarming obstructionism of some faculty, an indictment secured with demonstrations of their refusal to employ the assemblage of truths that constitutes **The Science of Didactics.**

As in the hard sciences, these findings do change over time, but some teacherly felony always tops the list. Currently alarm is spent on the classroom lecture: blatant, standup delivery of knowledge by verbal means, an outrage now held to be a thin slice below terrorist bombing.

The bearers of these misgivings hail for a discipline that confers fewer degrees on faculty than on the constabulary that must control them. Hence, the rich rhetorical tradition that has flowered in EdDepts about teachers who strut their knowledge like peacocks and students who thus are held as galley slaves to their oars.

Such **brutalization** creates the dire condition

Please see next page

Sacred Cows

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"But teachers, unimaginative drones that they are,

known as "passive learning" — a state so deplorable that any elaboration beyond mere mention would be open to the charge of **sensationalization.**

None of that here! Merely cups drawn from the fountains of scientific inquiry. It is by empirical means that we know all learning is processed by one of three offices: sound, sight or touch. Moreover, students specialize. Some are auditory, other visual, yet others kinetic. This triadic division of learning, even if retailed as science, enjoys a near-scriptural legitimacy.

Lectures, it seems, reach only the smallest of the three groups, the auditors. But teachers come disproportionately from just that minority and, unimaginative drones that they are, instruct others with techniques they learn by.

Some editions of **Antilecturism** come equipped with theoretical overdrive: reference to that shatter-proof apologia, National Security. It was the discovery of National Security back in Sputnik days that first opened the federal spigot for public education, and educators have been reaching for the tap ever since.

These days, when military threats lack their old conjuring powers, National Security has become an economic issue. Hence the seeming non-sequitur: classroom lectures impede our competitiveness in the Pacific Rim.

The argument contains some sharp turns, so pay attention. Lecture-based education emphasizes individual learning and promotes selfish pursuit of grades. However, the new "workplace environment" demands cooperative labor. Without "collaborative skills" our students will destroy America's capacity to protect itself against **Toyotization.** Lectures weaken us as a nation.

"Without collaborative skills students will destroy America's capacity to protect itself against Toyotization."

Thus have industrialists recently joined their voices in the anti-lecture chorus. Soon, no doubt, the **Austinites** (Austinoids?) will add this cartridge to what is, if we may say so, a nearly empty bandolier. There are, alas, far more **sonorities** than sense to the anti-lecture case.

Even then, the Reader may protest. Is not saying so an infraction of academia's traditional (if informal) division of labor? **EdProfs** squeeze off a few rounds at perceived heuristic transgressions, and faculty, whose profession requires a certain respect for reality, dismisses the diatribes as **fashionable piffle.**

This division permits the instructors to continue working unmolested while aspirants in pursuit of **EdDocs** are able to win those **bureaucratic blackbelts** by documenting the intransigence.

Clearly we have a win/win situation, one that would ordinarily be left undisturbed. Unfortunately, *FACCCTS'* editorial policies insist on something curmudgeonly. Writers in this issue are to mock a prophet, violate a taboo or **clast an icon.**

What better sacrilege than a defense of the lowly lecture? And where better to begin than back there in Austin boot camp?

The very cloud from which rained anathemas down on lectures was a speaker, on a raised dais, whose 400-person audience heard her read her text. All survivors of first-week French remember that "lectures" translate into English as "readings." We note as well that the speaker, an adept in the art which she excoriated, seems never to have doubted that the technique by which she delivered her urgent message was sufficient to the task.

In reality, teachers select lecturing for the same reason that detractors of the method do: its efficiency. For giving directions, stating a position or conveying factual academic knowledge in a brief time, lectures work very well. The Socratic method, even in inspired hands, will rarely yield the dates of Charlemagne or the structure of DNA.

It follows that most teachers don't select the lecture format out of a neurotic need to parade their learnedness. [1]

The architecture and study behind a verbal presentation for the classroom cost far more in work and anxiety than they pay back in narcissistic delights.

On the other hand, collaborative interaction performs superbly in exercises in problem-solving, and Plato's **dialectics** remain an affecting (and effective) means of exploring works of literature or theoretical concepts. Laboratories, studios and athletics proffer "kinetic" experience that might be inappropriate in, say, a political science class.

If lecturing is only one string on the lyre, it can be played poorly even in **apposite** times. But the question of its legiti-

[1] We might ask, however, what university department other than Education would find disgrace in a display of knowledge.

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instruct others with techniques they learn by."

macy is unrelated to that of its abuse, since all techniques can be used badly. As one format among many it demonstrates that, just as there are varieties of disciplines, so are there many ways of learning.

Some instructors, including highly-talented ones, are technique champions, convinced that one method alone will do. Theirs is, however, an argument against experience, as futile as legislating a single meter for all poets.

We would do well to remember the observation of the great Oxford don Isaiah Berlin that each of his colleagues thought that he alone at the University instructed his students properly.

Whatever tools an instructor might favor, almost certainly he or she will rely at times on lecture. It is, after all, the most **protean of stratagems.** Lectures can be by voice alone, or with visual support. They may be illustrated with old-fashioned overheads or the newest digitalized magic and may draw attention to charts, maps or printed handouts. Lectures can be scored by music, ornamented with artwork or enriched by poetry, even as they are conveyed with socratic asides or personalized bantering with students.

> "Were we really to blaspheme, we might propose that educators are under no obligation to train students' relational skills for the workplace."

In short, the term "lecture" provides a vast verbal tent under which cluster widely diverse learning experiences. That is why studies that examine the effectiveness of the lecture as an instructional tool are little more than an evaluation of a particular teacher's specific class.

And the level of scientific rigor exercised in discussions of "the lecture" is matched when **disquisitions** begin on "auditory, visual and kinetic learning." These are, after all, not mutually exclusive modes of acquiring information, a fact of frequently unexamined importance.

Even the vendors of the triadic model admit that almost everyone learns from all three processes, and from at least two quite adequately. This reduces our ability to isolate each process, and thus to measure its work alone. To what, for instance, are we to attribute a student's capacity to learn in a lecture on Van Gogh's art — the explanatory voice or the accompanying visuals? How can the "kinetics" take credit alone when a lab includes verbal explanations and a video?

The terms "audio, visual and kinetic," when used as explanatory devices for learning, are less scientific categories than buzz words. Learning theory practiced elsewhere on university campuses understandably avoids such crude terminologies, just as it finds no use for that oxymoron, "passive learning."

To which we might add, ignoring the risk to National Security, that no correlation exists between a worker's ability to cooperate in a factory job and the devices by which he or she was instructed in school. The two models of collaborative labor, Japan and Sweden, are notable for extremely traditional lecture systems. By contrast, American colleges probably lead the world in innovative classroom techniques.

As for the perils of an excessively competitive student body, few teachers find them to be a pressing danger. Indeed, were there real evidence that lectures inspired selfish **grade-grubbing** they would be in far greater use than they are.

Competitiveness is a cultural product, brought to rather than created by education. As to its pervasive presence in society we might examine the study recently published by a Harvard business professor who found that only 10 percent of Americans are "aggressive competitors" in everyday life and work.

Were we really to blaspheme, we might propose that educators are under no obligation to train students' relational skills for the workplace. Their chore is, rather, to impart an understanding of their discipline, along with knowledge about it — a task of sufficient difficulty without adding to it the economic rescue of the United States.

And thus we satisfy our slave-driving editor. The inviolate cows of the nation's EdDepts are shot and left rotting in the field. The **Temple of Higher Heuristics** has been desecrated, its wisdom texts trampled. Perhaps worst of all, the lecture is free, back on the streets where it can kill again. Is nothing sacred anymore?

John McFarland is a history instructor and past president of the Academic Senate at Sierra College, and a recipient of the 1995 Hayward Award for Excellence in Education.

Drawings are courtesy of Picturesque Views of Rural Occupations, *by W. H. Pyne. Dover Publications, Inc.*

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Wilson files suit in state court

Gov. Pete Wilson surprised the public Aug. 10 when he sued the state, and himself, to eliminate race and gender preference programs.

These programs are unconstitutional according to recent Supreme Court decisions, his office said in a prepared statement.

The action came on the heels of the University of California Board of Regents' much-criticized decision, at Wilson's urging, to eliminate affirmative action in hiring and enrollment in the UC system. Critics saw the move as an attempt by Wilson to boost his presidential campaign.

"I cannot remain faithful to my oath of office to support and defend the Constitution while allowing unconsitutional laws to continue to be imposed on Californians," Wilson said.

The state chancellor's office has prepared a briefing paper on potential impacts to the community college system. Programs such as Puente and EOPS are targeted, as well as hiring goals and set-asides for contracts. To obtain the report, call Tom Nussbaum in the Legal Affairs department at (916) 445-4826.

CCs are low cost to government

Public community colleges expend, on average, around $6,239 per full-time equivalent (FTE) student, according to the American Association of Community Colleges.

By comparison, public four-year institutions average over $15,000 per FTE student.

Revenue Sources for Community Colleges — National Percentages
State Sources: $8,032,939,141: 41.16%
Local Sources: $3,204,578,531: 16.42%
Tuition: $3,874,887,514: 19.86%
National total: $19 billion
California state sources: $1.296 billion
Local sources: $1.366 billion
Tuition: $170 million
California total: $2.832 billion

Feds cut education funding

Congress has cut the Department of Education by almost $4 billion, or 16 percent, reported the American Association of Community Colleges

By increasing the amount of each Pell grant, the government eliminates more than 200,000 students from the program. College Work Study and Supplemental Educational Opportunity Grants were kept at current levels, while Perkins Loans and State Student Incentive Grants were eliminated. State Postsecondary Review Program (SPRE) funding was eliminated.

Basic State Grants under the Perkins Act were cut by $272 million, 28 percent, to $700 million. But Tech Prep was relatively unscathed, cut by only $8 million, to $100 million. Adult education state grants were cut slightly, by $2.4 million, to $250 million.

A top Clinton priority, the School-to-Work Opportunities Act, was reduced to $95 million from a fiscal year 1995 level of $115.6 million (at both the Department of Education and the Department of Labor). Another top Clinton priority, Goals 2000, was eliminated.

One Stop Career Centers were level-funded at $100 million, but job training programs suffered severe reductions. Funding for dislocated workers was set at $850 million, which in tandem with pending rescissions, totals a reduction of 34 percent ($466 million) from the original 1995 appropriation. Adult training grants were cut to $830 million, from $1.055 billion in 1995.

CCs to fall behind prisons

Rapid growth in enrollment will hit community colleges by the year 2000 through 2005, according to a draft of the the California Postsecondary Education Commission report "A Capacity for Growth." Some interesting items include:

- The report predicts a 21 percent increase in the annual number of high school graduates between 1993 and 2005.
- The anticipated enrollment for 1995 is 1,355,358 and for 2005 is 1,722,170.
- The general fund projections show that prisons will receive more funding than higher education by 2005:

In millions:

Prisons:

1995-96: $4,052

20005-06: $12,350

Higher education:

1995-96: $5,313

2005-06: $8,692.

L.A. colleges consider tax hike

The Board of Trustees of Los Angeles Community College District voted 4-2 in May to hire a consultant to prepare a plan that would impose an $8.9 million-a-year property assessment under the state Landscape and Lighting Assessment Act, according to the California Taxpayers' Association *News*.

The board is considering a property tax without voter approval. The amounts would be $4 for a single-family home, $17 for a multi-family parcel, and $16 for a commercial parcel.

Trustee David Lopez-Lee said that it's a way to maintain and improve the campuses because they're falling apart. But the Howard Jarvis Taxpayers Association said the district is abusing the system.

Education guarantees increase

Are educational guarantees more than just another marketing gimmick?

A March article in the *Community College Times*, the newspaper of the American Association of Community Colleges, explored that question. Whatever the impact, the educational guarantee has become prominent at community colleges around the nation,

For the Record

Accuracy is one of *FACCCTS'* priorities. Mistakes should be called to the attention of the editor.

- In the April issue of *FACCCTS*, the contact number for Glendale College's Volunteer and Service Learning Center on page 31 was incorrect. The number is (818) 240-1000, ext. 5790.

managing editor Michael Bourque wrote.

Members of Congress were impressed with Rockland (NY) Community College's new "Contract for Learning Assurance," which guarantees preparation for baccalaureate study, employment, course transferability and social awareness, and that students who earn at least a 'C' in basic academic courses in English and math will have appropriate competencies.

Will self regulation take the place of the dreaded State Postsecondary Review Entity for accountability?

The idea isn't new, the article said. The educational guarantee was first used by Henry Ford Community College in Dearborn, Michigan in 1986. Since then, only one student has returned to the college for free classes.

Students excel, colleges struggle

The first Legislature-ordered statewide survey of the community colleges' effectiveness showed that students in the system are performing quite well. This is despite declining enrollments and increased classes taught by part-timers, Political Pulse's *Education Beat* reported in May.

The report examines the success of all 71 districts and 107 colleges during the last two years in four areas: student access, student success, staff composition, and fiscal condition.

The report names the $50 BA differential fee as the biggest cause for enrollment declines since it was enacted in 1993. FACCC was successful in convincing state legislators to allow the fee to expire in January.

A summary of the survey is as follows: Access — More than 124,000 students "lost access" to community colleges in the fall of 1993. Half dropped out because of the $50 differential fee; the other half left because of the $7 jump in fees to $13 per unit between fall 1992 and fall 1993.

Student Success — In 1993-94, community college transfers to California State University increased by 8.4 percent or 3,400 students, to 44,420. The number transferring to University of California jumped by 9.5 percent to 10,940.

Staff composition — Although modest increases in gender and ethnic diversity of faculty members were reported, the goal of increasing the percentage of courses taught by full-time faculty has had no improvement since 1988. Full-time faculty taught 62.2 percent of courses in 1988-89. The number dropped to 60.1 percent in 1993-94.

Fiscal condition — The number of colleges designated at some fiscal risk increased from 14 in 1990-91 to 21 in 1993-94. Operating revenues per full-time student have declined statewide in inflation-adjusted 1993-94 dollars, from $3,275 in 1990-91 to $3,124 in 1993-94. In actual dollars, support per student grew slightly, from $3,038 in 1990-91 to the $3,124 level last year.

Freshmen apathetic to politics

College freshman don't care much about politics, according to The Higher Education Research Institute at UCLA which surveyed 237,777 freshmen entering 461 two and four-year colleges last fall.

Only 31.9 percent of the students said "keeping up with political affairs" is an important goal in life, the lowest amount in the survey's 29-year history. That fell from 42.4 percent in 1990 and 57.8 percent in 1966.

The survey also showed that only 16 percent of the freshman frequently discuss politics. The record high was 29.9 percent in 1968.

The reason for these dismal figures? Ed Costantini, recently retired chair of the political science department at UC Davis told *Education Beat* that the increasingly acerbic climate of politics

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View from the Trenches

Paul-Andre Schabracq

Continued from previous page

may clash with young people's idealism. And students may deal with that by "making the subject unimportant" to them.

Education Beat columnist Bud Lembke also said that this TV generation doesn't read newspapers and doesn't get in-depth news of politics and government from television.

CC students match university counterparts in earning degrees

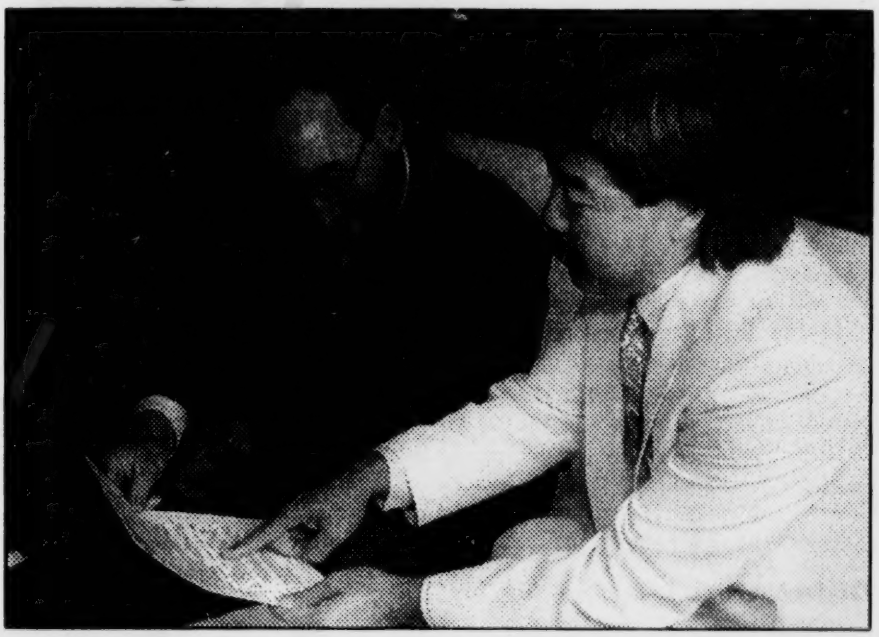
A study in the *American Journal of Education* found there was no statistically significant difference between transfer students' persistence in earning a bachelor's degree and native four-year students' persistence, the American Association of Community Colleges said in a March research brief.

At the 1986 follow-up, six years after high school graduation, 69 percent of both sample groups had attained a bachelor's degree. (The samples included 422 transfer students and 1,899 "native" four-year college students).

Social class had no effect on persistence, and full-time enrollment and GPAs are significantly related to persisting to a bachelor's degree.

The study refutes previous research that stated beginning one's education at a community college is a hindrance to attaining a bachelor's degree.

Meeting of the Minds



FACCC board member Joe Kuwabara of Chabot College and Assemblyman Michael Sweeney, visited in Sweeney's Captiol office May 8 during FACCC Lobby Day. FACCC members from 20 districts lobbied their local representatives on the Prop 98 split and property tax backfill. The next lobby day is scheduled for Monday, May 6.

Legislative Report

We have good news from the Assembly front. Education ally Mike Machado (D-Linden) survived his recall election Aug. 22. But recall madness is not over yet. Assembly Speaker Doris Allen faces one, scheduled in November.

Also, Curt Pringle was elected the Assembly Republican leader, replacing Jim Brulte. And Rob Hurtt ousted Ken Maddy as the Senate Republican leader. This means community colleges will have an even tougher time because the leadership is going from moderate (Maddy, Jim Brulte) to conservative (Pringle and Hurtt, who has pumped $2 million into campaigns to elect religious right candidates).

Community college bills:

AB 1122 (Cannella-D) STRS Part-Time Faculty Calculations — Provides that a parttimer employed by more than one district shall receive service credit for all districts.
FACCC Position: Support (Co-sponsor).
Status: ***Signed by Governor.***

AB 825 (Ducheny/Firestone-R) Proposition 98 Split — Would have guaranteed community colleges an 11 percent share of Prop 98 funds. As amended, it includes the 1995-96 state budget allocations for CCs, including a $47 million backfill to partially compensate for the 1994-95 property tax shortfall, retains student fees at $13 per unit, allows the $50 BA differential fee to expire on Jan. 1.
FACCC position: Support (Sponsor)
Status: ***Signed by Governor*** (Chapter #95-0308).

AB 1543 (McPherson-R) Future Year Property Tax Shortfalls — Provides funding protection similar to that of K-12.
FACCC Position: Support (Sponsor)
Status: Passed by Assembly Floor 63-4; Passed by Senate Education 6-0; Senate Appropriations.

SB 703 (O'Connell-D) 1994-95 Property Tax Shortfall — As introduced, the bill backfilled a portion of the 1994-95 community college property tax shortfall. The approved budget includes $47 million for this purpose, and SB 703 will be amended to provide a backfill of $51 million for the anticipated 1995-96 property tax shortfall.
FACCC Position: Support (Sponsor)
Status: Passed by Senate Floor 28-4; Passed by Assembly Higher Education 10-0; Assembly Appropriations.

AB 445 (Archie-Hudson-D) Joint Baccalaureate Program — Authorizes each district to join with one or more CSU campuses to offer upper division courses and to confer a BA degree jointly at a CC campus.
FACCC Position: Watch
Status: Failed in Senate Education 4-2; Reconsideration granted.

Faculty Focus

Margaret Quan

Margaret Quan comes from a large, close-knit family which includes four sisters and two brothers. She hails from Texas.

You'd suspect as much from the first words you hear from her in her Texas accent. And she lets you know that she is a staunch Dallas Cowboys fan, in case there is any doubt about it. She moved to Northern California and became a part-time faculty member at Diablo Valley College, though travel to Texas is a frequent part of her plans.

Margaret came to teaching after 17 years in the corporate environment, followed by a return to an intense educational program completed just six years ago. Her discipline is History and her focus is Asian History. At the completion of the second year of her bachelor's degree studies she attended a summer language institute in Beijing, China. This was what prompted her to design her own bachelor's degree in Chinese Studies. She spent the final year of her degree in Taiwan, living with a Chinese family. As a result, she speaks Mandarin. She is married to Ed Quan. He speaks Cantonese, not Mandarin, and she says she has taught him everything he knows about Asian History

During her Taiwan experience, she realized she wanted to teach at the community college level. She returned to the U.S. and completed another bachelor's degree, in History, as well as a master's degree in History at CSU Hayward. As part of that program she interned at Diablo Valley College where she has taught everything from U.S. History, Western Civilization, California History, Women's History, to her favorite, Asian History.

Margaret is active when she is not teaching. She enjoys gardening, particularly growing orchids. She is an expert at country line dancing, which she teaches at a local club. She does arts and crafts and currently designs and makes country line dance costumes. She reads a great deal, often several books at the same time, mostly non-fiction and many related to Asian history and culture. She enjoys traveling and has traveled extensively along the Pacific Rim.

One of Margaret's current claims to fame is the active part-time advocacy work she engages in at the state level. She is one of the two Part-Time Governors on the FACCC Board. She is beginning her second term of office and looking forward to increasing awareness of part-time faculty's situation in the community college system. She is happy to be serving part-time faculty with FACCC, especially since FACCC has declared this the year of the part-timer.

"I was bowled over when it was announced," Margaret said. "I immediately became involved in activities." That includes working on the new FACCC publication, *OFFTRACK* (for those not on the tenure track) and helping to organize a state-wide meeting of part-timers.

"FACCC is unique in dealing with part-time issues," Margaret said. "FACCC cares and is doing something. Not only by sponsoring legislation that will benefit part-timers, like the freeway flyer health benefits bill of this legislative session, but by supporting a system-wide dialogue about part-time faculty issues."

A second claim to fame is her active involvement at Diablo Valley College. She represents part-timers on the independent union Executive Board and as an official member of the negotiating team. This is not easy work. As Margaret said, "There are so many part-timers with so many different concerns, that the few part-timers who are involved have a lot of work to do."

Margaret believes that part-timers are interested in many of the same things as full-time faculty. In addition, part-timers want to be recognized as a whole person. "Part-time is simply a work designation, not a statement about personal value," she declared. "I certainly am not less than a full-time person."

Margaret has always taught part-time, and is now starting her sixth year. She voices a growing concern about the lack of respect accorded to part-time faculty.

"It seems like it's a case of out-of-sight, out-of-mind, or seen but not heard," she said. "Part-timers are largely invisible, sometimes we are not even invited to participate in normal activities, like department meetings. The assumption seems to be that we are not committed to our college, our departments or our students. But clearly that is not so…Part-timers are the backbone of many colleges; we should be recognized for the value that we create."

Margaret supports the community college system, but has some suggestions for improvement. Here are her top three:

■ Support for part-timers to provide full-faculty service to students. ■ Recognition for service and contributions, to the college, preferably in the form of a reassignment preference based on length of service to the district. ■ Pro-rata pay for part-timers.

Her advice to other part-timers includes, "Keep the faith, and develop a rhinoceros hide. If teaching is really what you want, go for it. But remember, it is not possible for all part-timers to become full-timers, and you can get trapped by waiting on a hope or false promise…Get involved. Your participation can make it better for yourself and for other part-timers. "

Margaret intends to continue teaching part-time. She'd love to teach full-time, but realizes few openings exist. She plans to continue working for part-timers, and convincing full-timers to recognize the part-timer's role on campus.

"I am willing to give my energy to help improve the status of part-timers. But everyone has to do their part."

— Deborah Sweitzer

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Taboo

CONTROVERSIAL ISSUES

Tenure:
Time for a change

By Mona Field

Taboo: Tenure is a protection for poor teaching.

One of the most hot-button topics in education today is tenure. The vast majority of faculty believe there is nothing to discuss: tenure is inviolable. Meanwhile, politicians and sometimes disgruntled consumers (parents, college students, taxpayers) have become increasingly open to the question of abolishing tenure. Despite the current disarray in our state legislature and the frequent absences of Gov. Pete Wilson, someone will surely raise again the governor's campaign promise to abolish tenure.

Tenure, from the Latin "to hold," was codified in the early part of this century as a method to protect teachers from being terminated without cause. The concept became especially important during periods of fierce political repression, such as the McCarthy era. However, during those vicious days, even tenure could not protect everyone accused of being "communist sympathizers" or "subversive." Teachers were hounded out of their jobs through intimidation, including pressure to sign unconstitutional loyalty oaths or, worse, a subpoena from the House Un-American Activities Committee. Although this type of political repression may seem remote, many teachers who defend tenure cite as their primary reason academic freedom, which includes the sense that persons of unpopular political views will be protected through tenure rights.

Meanwhile, changes in the economy as a whole have made job security rare in the private sector. Teachers are among the few professionals who have such near-certainty about their careers. Critics suggest that tenure is an obsolete concept that protects bad teachers and creates distortions in the educational labor market because new blood cannot enter a market in which tenured faculty hold a lock on available jobs. Additionally, critics believe that individual termination battles tax the resources of both colleges and unions (which are legally required to defend faculty even if the individual involved is not a union member). Finally, and perhaps most importantly, tenure critics insist that protection of academic freedom can exist without tenure through the ample collection of existing court cases, legal precedents, and anti-discrimination laws.

The debates in higher education are passionate and stakes continue to rise. The following opinion essays recap the main points of six topics; *FACCCTS* offers analysis from faculty members' perspectives, along with general "taboo statements" from our editors to help incite discussion of possible solutions. This is your forum. Read the stories; discuss them with your colleagues. Then write to *FACCCTS* or E-mail writefaccc@aol.com and we'll publish your responses.

Perhaps in the middle of the battle are many dedicated faculty members who, while committed to genuine academic freedom, are nonetheless seriously distressed to see the negative impacts on students of having a few bad apples on campus. Hardworking faculty members can come to resent the security of those who are no longer interested in teaching well or whose behaviors notably harm students. Yet the question of "who decides?" which faculty are hardworking and which are deadwood is the heart of the matter.

As long as administrators have control of hiring and evaluation, faculty often feel they must maintain their full protection under current tenure laws. But when faculty become empowered to join the process of hiring and evaluating their peers, do they then feel more confident about the evaluation process? Can peer evaluation be the argument for some reform of tenure law that would make it much less cumbersome to weed out the unsatisfactory faculty members? In purely anecdotal evidence, there may be a growing feeling that peer hiring and evaluation should also make it possible to do "peer termination" so that egregious examples of poor performance can be dealt with instead of ignored.

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Topics

DIVIDING HIGHER EDUCATION

The Issues

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However, under current regulations, termination is an onerous, time-consuming and expensive procedure. If administrators are rarely willing to go through the complex process required to terminate an unsatisfactory employee, how can a group of peers who already struggle to find time for evaluation and hiring committees be asked to participate in the termination process? Either the process has to change radically, or peer involvement will sustain the status quo in which even the most unsatisfactory performances can go on year after year, harming generations of students in ways that cannot be measured.

Is there any reform that would protect academic freedom yet make it easier to get rid of bad teachers? One suggestion involves a five-year contract, with a renewal option if all evaluations are satisfactory or better. This would make it much easier to terminate an employee since no lengthy legal procedure would be required, merely a notice that the evaluations were not adequate. Of course, like terminations under the current tenure system, an appeals process would have to be developed that would protect faculty from arbitrary or capricious evaluations and terminations. In addition, unsatisfactory evaluations would have to include specific suggestions for improvements so that faculty members could keep their jobs if they were willing and able to make appropriate changes.

Another possible reform is "reverse tenure" which grants full job security for the first five to seven years and then puts faculty on two or three year contracts. This would encourage new faculty to be experimental and creative during their apprenticeship period. However, it also could create real problems when a hiring committee makes a mistake - everyone is then saddled with the wrong choice for a very long time. Of course, how different is this from our current four-year probationary period? How many probationary faculty are denied their second, third or fourth years? At this point, getting hired is nearly a guarantee of a lifetime job.

Even more extreme, and more hated by most unions, are the individual growth contracts being used in some private colleges. In this case, each hiree makes a written contract relating to goals and objectives which can be measured. However, the individual nature of these contracts is antithetical to the concept that all faculty should be treated equally.

Although many faculty might like to stick their heads in the sand and insist that tenure will always be sacred, and that none of the potential reforms has merit, the decisions really will not rest in our hands. Due to the larger political environment, issues of tenure and who decides when a faculty member is no longer performing adequately will probably not be decided by teachers but by politicians, eager to look good to an angry electorate. The problems of education are vast and stem from multiple causes, but angry voters often prefer simplistic solutions, such as Gov. Wilson's pledge to abolish tenure.

Thus far, the state legislature has been able to squelch the anti-tenure proposals. But with the transition from Democratic to Republican control continuing, the time may soon come when a legislative majority will seriously consider abolishing tenure. Faculty members will be faced with the same dilemma faced by advocates of affirmative action: compromise in order to avoid complete defeat or fight to keep the status quo and risk a greater loss in the polarized political chaos now ruling Sacramento.

It might be wise to study the alternatives that are most palatable, such as five-year renewable contracts, rather than simply insisting on tenure forever. Only those faculty unwilling to work hard, unable to learn new methods, or resistant to the changing needs of our students need fear such reforms. The vast majority of faculty should be able to continue their successful work whether tenured or not.

Mona Field is a political science instructor at Glendale Community College.

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Why must a scholar in Black Studies be black?

By Crawford Kilian

A version of this article appeared in the Toronto Globe & Mail *Oct. 31, 1994. Reprinted with permission. Editor's note: The cultural and legal environment regarding affirmative action in Canada is very different than that of this country. The ad referred to below, which uses race to exclude people, is illegal in the U.S.*

Dalhousie University in Halifax, Nova Scotia, has a job opening — the Johnston Chair in Black Canadian Studies. Happy though I am at Capilano College here in North Vancouver, I felt tempted to apply when I saw the ad in the October issue of *University Affairs*, a magazine for Canadian post-secondary educators.

My qualifications didn't seem too shabby. Before moving to Canada in 1967, I had been active in the American civil-rights movement as early as 1959, and I joined the Congress of Racial Equality in 1962. I'm the author of *Go Do Some Great Thing: The Black Pioneers of British Columbia*, which has become the standard work on its topic since its publication in 1978. I'm the author of 16 other books and hundreds of articles — including one in the *Dalhousie Review* and another on Nova Scotia author James De Mille.

But however strong or weak my qualifications, they are beside the point. The ad says: "The position is open to Black persons of diverse academic specializations." I'm white.

The Dalhousie ad is perfectly legal; the editor of University Affairs even sent me copies of correspondence between Dalhousie and the Nova Scotia Human Rights Commission, which praised the university's affirmative-action program. The Johnston Chair is just one example of that program. But the ad is misleading because its purpose is not to foster black studies; it is to recruit people on the basis of their race.

Before I deal with that issue, though, I should look at black studies in general. A blacks-only academic position is no different in principle from a blacks-only public toilet. The unstated premises of such a job are not just a repudiation of equality, but of scholarship itself.

To suppose that only a black person can legitimately pursue such study is a surrender to the grossest form of racism.

Universities are in the business of acquiring and spreading knowledge. Their assumption is that anyone, properly trained and equipped, can contribute to their enterprise. A Norwegian may study Polynesian language or Canadian law. A Chinese can become an authority on the thought of Jewish theologians or physicists. The scholar's ethnicity doesn't matter. It may provide a useful new perspective, or blind the scholar to some aspect of the subject, but that is for others to decide.

The experience of black Canadians is eminently worth study — both for its own sake and for the insights it provides into other Canadian and American communities. But to suppose that only a black person can legitimately pursue such study is a surrender to the grossest form of racism.

Implicit in that supposition is the conviction that only blacks can truly understand their own experience — that some element of it is beyond the understanding of non-blacks (and therefore, of course, beyond the scope of scholarship as well). To suppose that is to consign blacks to a special, not quite human condition. And that is exactly what racists have done to them for centuries.

A Japanese-descended Peruvian may become president of his country; and Anglo-Saxon American may become a Zen monk. However rare such events, no one supposes that the Japanese are innately unable to understand the Peruvian condition, or that a white male American cannot grasp the principles of Zen.

So if only blacks may reliably study and report upon the black experience in Canada, either everyone else is innately defective in this respect, or blacks themselves are defective — because however talented and knowledgeable, they will not be able to convey their experience to non-blacks in an understandable and transmissible form.

That is an absurd argument, but the only other reason I could imagine for barring non-black applicants would be that the Johnston Chair is actually a meaningless sinecure, a political sop by whites to a black community it doesn't really care about.

In fact, "black studies" is really a smokescreen in this case. Dalhousie doesn't even offer black studies as such. When I publicly protested the blacks-only advertisement, Dalhousie President, Howard C. Clark replied: "The objective is to appoint an outstanding black scholar to a faculty position in one of Dalhousie's many academic departments (e.g., arts, law, science, social work, medicine, etc.). After a period of support from the endowment fund, the department concerned would be asked to take over the position using its own budget when funds become available due to a retirement or a resignation within the department." At this time, the endowment would be freed up for a new appointment, and over time the university would be able to make a number of appointments in black Canadian studies across the university.

The real purpose of the chair, then, is not to foster black

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Taboo: If you're different from the powerful elite (white males in the United States), people assume you're not as competent as that dominant class.

Race and the persistence of Myths about Affirmative Action

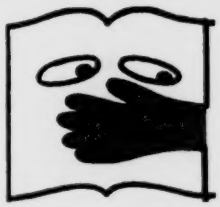
By Andy Barlow

Affirmative action is hardly a taboo subject. Indeed, there are few topics more widely discussed by community college faculty. But there is an odd quality to these discussions: those with different opinions rarely engage in constructive exchanges with each other. What keeps this from happening? Our stumbling block is that we do not frankly acknowledge that the controversy is, at root, about race relations in the United States, in California, and on our campuses. And until the differing views about race are clarified, the many who are confused about affirmative action will remain silent, afraid of wading into the racial minefield.

The criticisms of affirmative action policies are well known[1]: they impose quotas, they require hiring on the basis of race and gender and not qualifications, and more qualified white men are discriminated against in the process. Put simply, critics charge that affirmative action policies undermine meritocratic selection, individual achievement, and faculty autonomy in the hiring process.

Imbedded in these arguments are often less explicitly articulated views about race:

- There is no systematic societal discrimination against minorities (or, put another way: without affirmative action, people would be judged solely by their individual merit)
- Ethnic diversity is not a necessary condition for educational excellence
- The use of goals and timetables to hold educational institutions accountable for the results of their hiring efforts is an unwarranted intrusion on otherwise race-neutral faculty and administration decisions.



Of course, there are other issues that could be debated. But, although affirmative action programs often cover women, veterans, and people with disabilities as well as minorities, there is very little controversy over these groups' inclusion. The heat is about race.

These charges have been rejected by an initially skeptical President Clinton, who concluded after an extensive review of hundreds of federal affirmative action programs that they substantially increase equal opportunity for minorities and women without discriminating against white men. A review at the University of California of admissions programs produced the same results. But the mountain of careful studies, and the President's call to "mend it, don't end" programs that are not fair, have not mollified critics, who often seize on fictitious or bizarre accounts to confirm their beliefs.

At its root, opposition to affirmative action is not based on policy arguments, or facts, but on a world view about race, one that denies the existence of societal discrimination, the importance of diversity in our colleges, and the necessity of affirmative action to achieve this diversity. It is these arguments, more than the nitty gritty about the programs that need to be openly aired.

Myth #1: Societal discrimination no longer exists. The inequality of income and wealth between whites and non-whites is growing, segregation of housing remains as pervasive as in 1965, programs aimed at inner city problems have been virtually eliminated, anti-immigrant sentiments are rising, civil rights laws are being gutted, and California is spending more on prisons full of African Americans and Latinos than on higher education. The widening racial chasm is grinding down the black and Latino middle classes, who make far less and are far likelier to be unemployed than whites at the same level of education.[2] A black college graduate today is likely to make the same income as a white high school graduate, and blacks' median wealth is one-eleventh that of whites. In contrast, the Federal Glass Ceiling Commission, created by Senator Robert Dole, found that 98 percent of all top management jobs in the U.S. are held by whites, and 95 percent by men. It is hard to believe in 1995 that anyone could believe that systemic discrimination against minorities is dead.

This pattern of inequality is found in our colleges as well: 80.4 percent of California community college faculty are white in a state where whites are 57 percent of the population, and just 50 percent of high school graduates.[3] This racial gap should surprise no one: faculty often defines teaching excellence based on their own experiences, and multifaceted and often subjective criteria of excellence ("I know a good teacher when I see one") are susceptible to racial and gender bias. The continuation of the race gap in hiring in many community colleges is due to the persistence of "old boys' networks" that give often unconscious preference to those with whom they feel comfortable, i.e. white men.

Myth #2: Ethnic diversity has nothing to do with excellence in education. Those who argue that people *should* be selected only on the basis of individual achievement and not their race are missing a central fact about American society: race matters because people *are* treated differently. How differently? Skin color has literally determined who would be free and who would be a slave, who could be a citizen and who

Please see Affirmative Action, next page

[1] I am limiting this discussion to affirmative action policies in the hiring process, because this is the main concern of community college faculty. Obviously, other issues, such as the admisstion of students to the UC system, are important to us as well, and my remarks can easily be extrapolated to them.

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Affirmative Action

continued from previous page

could not, where people could live, who they could marry, whether or not they could attend schools, or vote, for most of U.S. history. As the data above suggests, the color line today is still all too vivid in America.

Minorities, however, have not just accommodated themselves to this racism. African Americans, Chicanos/Latinos, Asian Americans, and Native Americans have forged rich and varied ethnic identities in the contest of this struggle for survival. The principle of multi-ethnic diversity is intrinsic to excellence in education because ethnic American cultures have produced a wide range of ways of seeing, thinking, and expressing ideas. They are found in the words of Maya Angelou, Toni Morrison, and Maxine Hong Kingston, in jazz, rhythm and blues, salsa, in the images of Spike Lee, John Singleton, Wayne Wang, in the social science of W.E.B. DuBois and E. Franklin Frazier. The use of race as one criterion in hiring college faculty recognizes that life experience as an ethnic minority does have something to do with the development of intellect, with pedagogy, and with the relationship between teacher and students.

Embracing diversity does not undermine excellence; it enhances it. The varying ethnic cultures of this nation are among our most precious resources. College and universities must preserve, enhance and disseminate these cultures. In so doing, everyone benefits. By recognizing different ethnically-based styles of learning and specific problems with college participation, we provide all students with equal access to education. To deny the relationship of diversity to excellence is to deny the reality of many of our students and our faculty. We cannot allow this myth to be perpetuated.

Myth #3: Our colleges can achieve diversity without affirmative action. A common argument heard from opponents for affirmative action is: "we are all for diversity, but affirmative action is the wrong way to achieve it."[4]

They want us to believe that diversity will rise naturally from selection on the basis of individual merit, or by considering non-racial criteria such as economic hardship or coming from a "disadvantaged" background. But, sadly, the hope that institutions of higher education will achieve ethnic diversity without affirmative action is disproved by their lax approach to eradicating barriers to equal opportunity for minorities and women since the 1960s. Indeed, the Legislature enacted the California community college affirmative action program only after 25 years of weak efforts to voluntarily diversify had produced meager to no results.[5] Once enforced, this plan has produced impressive results, with non-white full-time faculty increasing from 15.5 percent in 1987 to 19.6 percent in 1992.

The importance of affirmative action plans, including

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[4]This position was adopted by the UC Regents in their arrogant rejection of unanimous and unprecedented support for affirmative action by every sector of the university system on all nine campuses.

[5]The finding that supports AB 1725 is a well-researched and careful justification for a "narrowly tailored" plan that fits within the U.S. Supreme Court's current guidelines (*Aderand v. Pena*, 1995).

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Perspectives

From "Affirmative Action Must Go," by Shelby Steele, author of *The Content of Our Character. The New York Times,* March 1, 1995. Reprinted with author's permission.

"...Next year, Californians are to vote on the appropriateness of preferential treatment by sex, race and ethnic origin as a form of social redress. What an odd opportunity: to vote in secret on the idea that some citizens should be preferred over others in public employment, contracting and higher education.

I wish my parents had had such a vote back in the 1950s, when I was languishing in a segregated elementary school created by white preferential treatment. My guess is that Californians will vote as my parents would surely have voted then: against preferences of any kind.

Significantly, most of the new interest in affirmative action seems to be political rather than social. The buzz is all about how the issue will wedge the Democrats into white male moderates on one flank and minorities and women on the other — an ugly resegregation of America's "civil rights" party that will make President Clinton even more vulnerable than he already is.

There is little talk about affirmative action as public policy. One reason, I think, is that affirmative action has always been what might be called iconographic public policy — policy that ostensibly exists to solve a social problem but actually functions as an icon for the self-image people hope to gain by supporting the policy. From the beginning, affirmative action could be cited as evidence of white social virtue and of emerging black power; the precise qualities that America's long history of racism had denied to each side.

Had Americans worked from the 1960s on to educate black to the same standards as whites, had it truly labored to eradicate discrimination, there would be more virtue and power on both sides of the racial divide today. The disingenuousness of affirmative action — born of the black struggle for freedom — can be seen in two remarkable facts: middle-class white women have benefited from it far more than any other group, and 46 percent of all black children live in poverty....

The perniciousness of an iconographic social policy is that you cannot be against it without seeming to be against what it purports to represent. The white who argues against affirmative action looks like a racist and the black looks like an Uncle Tom ...

As much as I loathe affirmative action — for the indignity and Faustian bargain it presents to minorities, for the hypocrisy and shameless self-congratulation it brings out in its white supporters — I must admit that it troubles me to see its demise so glibly urged from the political right ...

I would ask those who oppose preferences to acknowledge and account for the reality of black alienation. As a black, I still fear discrimination, still have the feeling that it is waiting for me in public America. Discrimination does not justify preferential treatment, but I want to know that the person who stands with me against preferences understands the problem that inspired them.

To my mind there is only one way to moral authority for those of us who want affirmative action done away with: to ask that discrimination by race, gender, or ethnicity be a criminal offense, not just civil. If someone can go to jail for stealing my car stereo, he ought to do considerably more time for stifling my livelihood and well-being by discriminating against me.

If this means there will be many trials and lawsuits, so be it. When the pressure is put precisely on the evil you want to eradicate, then individuals and institutions will quickly learn not only what discrimination is but also what fairness is — and fairness is a concept so confused by decades of affirmative action that many now believe it can be reached only through discrimination.

Ending affirmative action must involve more than bringing down an icon. It must also involve an extension of democratic principles to what might be an extreme degree in a racially homogeneous society. But in a society like ours, discrimination is the greatest and most disruptive social evil. In a multiracial democracy of individuals, you have to make it a felony."

From Public & Private; "The Great White Myth," By Anna Quindlen. Jan. 15, 1992. Copyright © 1992 by The New York Times Company. Reprinted by permission.

"... Each generation finds its own reasons to hate. ... Never mind that with all that has been written about preferential treatment for minority law students, only about 7,500 of the 127,000 students enrolled in law school last year were African-American. Never mind that only 3 percent of the doctors in this country are black.

Never mind that in the good old days preferential treatment was routinely given to brothers and sons of workers in certain lines of work. Perceptions of programs to educate and hire more black citizens as, in part, an antidote to decades of systematic exclusions have been inflated to enormous proportions in the public mind. Like hot air balloons they fill up the blue sky of the American landscape with the gaudy stripes of hyperbole. Listen and you will believe that the construction sites, the precinct houses, the investment banks are filled with African-Americans.

Unless you actually visit them ...

But ... there has been no national outcry when legacy applicants whose transcripts were supplemented by Dad's alumni status — and cash contributions to the college — were admitted over more qualified comers. We somehow only discovered that life was not fair when the beneficiaries happened to be black ...

...The stories about the incompetent black co-worker always leave out two things: the incompetent white co-workers and the talented black ones ...

It is one of those good-old-days constructs to believe it was a system based purely on merit, but we know that's not true. It is a system that once favored [the white male], and others like him. Now sometimes — just sometimes — it favors someone different."

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Taboo: Who cares that things have changed since the Middle Ages? And besides, teachers like to have the summer off.

Killing the 175-day Calendar

By Cy Gulassa

Whether you call it by its official title of "calendar reform" or by the street name of "trimester system," work is under way in Sacramento to kill an old academic habit — the 175-day calendar. Led by Tom Nussbaum, general counsel for the state chancellor'soffice, advocates hope to have a proposal before the state Community College Board of Governors (BOG) by next fall with adoption scheduled for 1996-97. The proposal should move quickly because calendar regulations are in *Title V* which the CC board can change without requiring legislative action.

The benefits both in cost savings and expanded access make calendar reform one of the most creative proposals to come out of Sacramento since AB1725. It could revolutionize the way students get an education and make a definitive break with our existing, century-old agrarian model which many feel is just another sacred cow cluttering the community college pasture. If the regulations change, each district would decide what calendar configuration was best for its students. Any consideration of local change, however, would require a joint effort by the union, academic senates, chief instructional officer and budget personnel. Changes in load, course structure, and programs may be required, along with analysis of start-up costs and community needs.

How does the Current Calendar System Work?

Under existing regulations, CCs base their annual calendar on 175 days of instruction clocked in 50-minute hours and geared to the credit hour (Carnegie unit) of three hours of student work for each credit hour of instruction. This calendar divides equally into two 17.5 week semesters or three 11.66 week quarters, with voluntary reductions of up to 15 days class time annually for flex calendar activities.

Under current law, districts may, after routine approval from the state chancellor's office, configure their primary terms to meet local needs, and add mini terms, intercessions, independent study programs, and flex days provided the integrity of the 175-day calendar is maintained. So that Saturdays and Sundays and any other "lite" days are not lumped into the 175-day requirement, the law defines a working day as one where the total hours of course offerings scheduled during the day equals at least 50 percent of the average daily hours of course offerings for the academic year. In addition, there are allowances of up to 14 days for final exams. If a district falls short of 175 days, its apportionment is reduced proportionately.

Obviously, three equal, sequential 17.5 week trimesters won't fit into a 52-week year. Three 16-week sessions will, albeit rather snugly, with just four weeks to spare for holidays and other breaks. Under existing law, besides the 175-day work rule, apportionment is determined by the number of full-time equivalent students (FTES) in a district, each of whom theoretically averages 3 hours per day in the classroom (15 hours per week) times 175 days (35 weeks) for a total of 525 weekly student contact hours (WSCH). Districts determine their FTES by adding up their total WSCH for the year and dividing by 525. In a District utilizing say, the 15-day flex maximum, which reduces in-class instruction by three weeks, the actual WSCH per FTES is 480, but an adjustment assures no loss in apportionment. Currently, each FTES is worth about $3000.

How would the new system work?

Proponents of the trimester system argue that the artificial requirement of a 175-day calendar prevents efficient use of classrooms and ultimately hinders access at a time when demand is growing. Some want to compress the 17.5-week semesters into 16 weeks by adding approximately 10 minutes of instruction to each credit hour. A 160-day calendar would bring CCs in line with CSU and would make it possible to have three sequential 16-week trimesters. By lengthening the clock hour to adjust for the degree of compression, the 525 WSCH per FTES formula (or some version of it) would remain intact for apportionment purposes, and the integrity of the credit hour would be maintained. With this formula, sessions could be of any length. Pedagogical arguments aside, it would make no difference whether a student earned a credit unit in one, ten or 17.5 weeks.

Others want a complete break from the current system. Rather than expand the class hour, they propose adoption of the national standard of 15-15.5 week semesters, a new definition of an FTES, and possible adjustments in faculty teaching loads so that they remain equivalent to existing loads.

The tentative proposal now circulating in Sacramento calls for repealing *Title V* regulations governing the 175-day work rule, the 175-day calendar, and the flex calendar, and instead simply requiring that districts secure approval of calendar changes from the state Chancellor. To assure that institutional as well as instructional objectives are met, districts would have to describe their plans for staff development, in-service training, faculty and student evaluation, curriculum review, shared governance, institutional research, budget development, innovation, and technology, among others. In other words, each district would have to think through thoroughly how the institution as a whole would function in any new configuration. Districts currently using some version of the flex calendar would be grandfathered in with no financial penalty.

Any shift to a year-round operation of campuses would prove costly and require a significant initial increase in the state CC budget as high as 15 percent or more as systems reached full capacity. Current CC money allotted for growth wouldn't begin to cover the cost. The way to market calendar reform, argues Nussbaum, is to stress long-range savings and the fact that it complies with the recommendations of the Commission on Innovation.

What are the advantages of a trimester system?

Access: Population and demographic changes will swell CC enrollment by more than 500,000 students in the next decade. Shifting to trimesters would expand offerings and immediately open doors for new comers. Long class waiting lists could shrink and students could find more quickly the basic skills or advanced course necessary to complete requirements.

Economies: Efficient, year-long operation of facilities would greatly reduce the need to build the 20 new campuses required to meet the expected surge in students, thereby saving the taxpayers between $3 and $5 billion. As enrollment increased, districts would receive more revenue and realize economies of scale. Other than faculty, only a small augmentation of existing 12-month staff would be required to provide the third trimester.

Efficiency: Course offerings could be expanded and given more frequently, allowing students to move through the system more rapidly. Theoretically, provided courses were available, a highly motivated student could transfer in one and one/third years. Part-time students could attend year-round, avoiding the increased rigor of summer school.

Flexibility: Each district would decide locally what calendar is best for its students. It could retain the 175-day calendar, chose among existing semester or quarter options, or move to trimesters or four quarters, depending on local inspiration and need; in addition, it could add any number of short courses and other programs of any length to the base configuration.

Faculty Work Load: A full-time faculty load would consist of two semesters with perhaps an option to teach a third semester, but whether at full or reduced "summer" pay would have to be decided in local negotiations. Regardless of the actual number of days taught, faculty workload would remain approximately the same because of adjustments to the class hour or number of classes taught. Faculty could choose which two of the three trimesters to work, or distribute their loads over three quarters, giving greater flexibility for professional innovation and training, especially regarding the pedagogical use of technology.

What problems might calendar reform generate?

Workload and revenue: Will the Governor be willing to finance a costly, overnight expansion of the CC system? To be sure, designers of the proposal will include language to protect the 75:25 ratio of credit hours taught by full-time to part-time faculty. Going to full use of facilities, therefore, will require an increase in full-time faculty proportionate to the increase in enrollment and course offerings. The initial surge in costs could obscure the long-range, cost-effective expansion of services.

Pedagogy: Will spending more time in class on a daily basis, but shortening the length of a term, reduce the "soak-in time" students need to master their work? Especially when you consider the increasing demand for basic skills and remediation. Will we be able to serve marginally prepared students well in shorter sessions? Or would breaking up 17.5 week basic skills courses into shorter modules that students could repeat as often as necessary actually enhance success.

Governance: If colleges run for three trimesters but instructors work two, it means only two-thirds of all faculty would be present in any quarter. Under such circumstances, how do we maintain a coherent presence in department proceedings and shared governance? If senates, unions, curriculum committees, chancellor's councils and other important committees operate throughout the year but faculty work only two trimesters, how can continuity of leadership be maintained? Should academic senate leaders serve temporary 12-month positions during their office tenure?

The way to market calendar reform is to stress long-range savings.

Calendar reform is long overdue. Arbitrary restrictions inherited from K-12 inhibit local control, are costly, limit access, and put us out of sync with our sister institutions in California and throughout the nation. The Board of Governors should repeal regulations governing the 175-day calendar and 175-day work rule and grant power to the Chancellor's Office to approve new configurations adopted at the local level. Of course, local districts must carefully weight all options and design what's best for their communities. Perhaps the trimester system, with its bountiful opportunities for efficiencies and innovations, may provide an ideal way for the largest community college system in the world to meet extraordinary demand in an era of limited resources.

Cy Gulassa, an English instructor at De Anza College, is a member of the FACCC Board of Governors. A version of this article first appeared in the June 19 Foothill-De Anza Faculty Association News.

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Taboo: The California Community College system is no system at all, but a patchwork of independent fiefdoms, and this independence is (somehow) beneficial to the student.

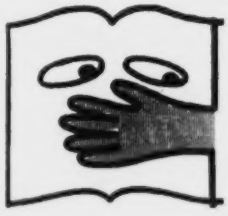
Common Course Numbering

By Bill Scroggins

All courses with the same content should have the same numbers! Such a system would dictate a common state curriculum! Changing all our courses would be an impossible, costly task!

Students, faculty, and administrators are exchanging these and other less germane retorts over one of this year's hottest topics: common course numbering.

The legislature certainly is interested. SB 440 (Hilda Solis) may require the California Community College Board of Governors to develop such a system. It isn't the first legislative act in this arena. SB 121 in 1991 addressed transfer and promoted state common core curricula in each discipline (which hasn't happened yet). SB 851 in 1983 established the California Articulation Number (CAN) system, a separate number system used for 7,688 courses in 126 colleges as of October 1994.



Let's begin by dispelling some misconceptions. *First, numbering all courses the same will not address students' major concern.* Students should be able to compare two college catalogs and determine which courses meet the same requirements. Even assuming the courses are numbered the same, if they do not meet the same requirements for degrees and certificates, students would be misled, not helped by common course numbering. To establish that courses meet the same requirements, they must be *articulated.* Second, *common course numbering does not require course content and rigor to be* ***identical.*** All that must be affirmed when two courses are articulated is that students are adequately prepared to take the next course in the sequence and have acquired the knowledge needed for the degree or certificate. Certainly, a basic level of content and rigor will be common to the courses, but faculty still have the latitude in designing courses which meet equivalent degree goals. Third, *common course numbering does not need to be based on time-consuming, course-to-course traditional articulation methodology.* This last misconception may be the hardest to crack.

This is curriculum reform. As faculty, such reform falls directly on our shoulders — we should lead the way. What follows is a suggestion to set aside the taboos and reach common ground. This solution is not infallible but should serve as a starting point. The success criteria are:

- Students should be able to readily determine which courses meet equivalent requirements when they move to another college.
- Faculty should determine the content and rigor of their curricula based on agreed-upon standards.
- Articulation should not be a time-and resource-intensive process.

The CAN system has single-paragraph descriptions of almost 300 courses. That's a great starting point. The Academic Senate, with the involvement of discipline-specific groups, should expand such paragraph descriptions for all courses commonly offered in community colleges. In my discipline, Chemistry, CAN has descriptions of General Chemistry, Allied Health Chemistry, and Quantitative Analysis. The Academic Senate could work with the California Association of Chemistry Teachers to write descriptions of courses in Consumer, Preparatory, and Organic Chemistry. This process would take a year or two to complete.

CAN would be expanded to include basic skills and noncredit using standard numbering: 1-99 for degree-applicable credit courses, 100-199 for non-degree-applicable credit courses (basic skills), and 200-299 for noncredit courses. Sequences would be numbered in ascending order. Colleges would be free to use their own numbers or to adopt CAN numbers but at a minimum would be required to publish CAN numbers.

Discipline faculty at each college would examine their own curriculum and *self-certify* those courses found to be comparable to the standard descriptions. Participating colleges would accept this self-certification as articulation for the course meeting requirements at their college. Matrices of comparable courses would be published annually. A complaint system would be available for instances in which courses were not felt to meet the standards.

> Numbering all courses the same will not address students' major concern.

Optimistic? Certainly! One never achieves without high goals. Doable? Perhaps, IF we can set aside our taboos and IF adequate support is available. Can we put student needs first? Can we make this a high priority by providing sufficient funding? Can we cooperate to develop standard course descriptions? Most importantly, can we accept our colleagues' professional decisions on comparability? Remember, the legislature is watching…

Bill Scroggins is a chemistry instructor at Chabot College ***and vice president of the statewide Academic Senate.***

Part-Timers Get No Respect:
Is Jim Crow Still Alive?

By Emily Strauss

Taboo: Part-timers should remain invisible, be grateful that they get to teach at all, and stop complaining about unequal working conditions.

I am a part-timer. I am not "adjunct" or "associate" or anything else that sounds like "appendage." They are too grand titles for us. I am simply part-time, like a now very politically-incorrect word for African-Americans. At least I can still *say* "part-timer." Of course I know that officially, I am well-regarded, even respected, by the establishment, especially when colleges discuss their educational missions in terms of flexibility to meet the rapidly-changing needs of industry and society for ever-more sophisticated workers. We are valuable as a resource of hands-on industry experience, as actual practitioners of the skills we try to teach, such as accounting or cosmetology. We are available during those odd hours (and in those odd locations) when full-timers prefer to go home and grade papers, like evenings and weekends. And we certainly cost a lot less than full-timers with all their medical and retirement benefits when districts look to reducing their budgets. But real respect? I don't think so, despite lots of lip service to the contrary.

After the Civil War, Congress passed legislation that was meant to accord blacks equality before the law; within forty years the states had passed a variety of Jim Crow laws, effectively barring blacks from that protection. Equality was an abstract, intangible concept. In 1987, the California state legislature passed AB 1725 which mandated a number of reforms for the community colleges, including shared governance and the requirement that full-time faculty teach 75 percent of all class hours. Yet today the status of part-timers has not improved at all; respect is still an abstract, intangible concept.

I can already hear full-timers sputtering and protesting my implied criticism of their behavior, claiming that they have recently spoken to a number of part-timers, said hello to one in the mail room, seen one at a department meeting or even in the Academic Senate, or worked with one on a joint mid-term or special project. It is true we are not quite invisible sharecroppers toiling away on others' lands, too much in debt to ever rise to independence. Personally, in one district I work in, I am the faculty association part-time representative from my college, I edit the FA newsletter and take minutes at FA executive board meetings, I conduct an annual part-timers' meeting during flex days, I am a FACCC council member, I observe monthly Central Labor Council meetings as a representative of my faculty association, and I am involved in contract negotiations. *See*, you say. What *do you have to complain about?* But I am the rare exception; I have had to fight for four years to have an impact as a part-timer on behalf of other part-timers. I want to talk about the other 27,000 part-timers in our community colleges, not the 100 (or about 2 percent of the total, supposing one active part-timer in each district), who have gone out of their way to become involved. I want to talk about the nearly invisible ones for whom respect as a community college instructor is a concept they often don't even aspire to.

Let me tell a few personal stories to illustrate an insidious and sub-conscious lack of respect for part-timers which is seldom noted even by the victims. One day several years ago, I saw a notice for my department meeting at a time I could actually attend. I showed up at the door, to be met with uncomprehending stares, and the question, *"Yes?"* I had obviously appeared at the wrong place or misunderstood the invitation. "Isn't this the department meeting?" I asked. *"Yes, what do you want?"* I'm here to attend the meeting." Awkwardly, they responded, *"But this meeting is only for full-time faculty."*

I have never forgiven them this insult and have never tried to actively participate in any school affairs there since. I teach; they pay me. How many part-timers are actively encouraged to attend department meetings, even assuming they could make them, where real decisions are made that affect the front-line teacher?

The most offensive problem arises when departments hire new full-time instructors, and a part-timer must decide whether it's worth the time and effort to apply for that position when he/she knows full well that there is little hope of getting hired. This is when our position as second-class citizens is most acutely felt. This past spring at the above-mentioned district, our department had one full-time opening for the first time in five years. Of the 27 current part-timers, 11 decided to apply, including me. Several others did not, saying "I felt I didn't have a rat's chance in h__," "I didn't feel that I could ever get a full-time position here," and "too discouraged to apply." Of the 11 who applied, only three received interviews. None of them were hired; instead the department chose a candidate from the East Coast. What does that say to us? We are "good enough" to teach the subject, but not qualified enough to be a full-timer; we are respected as place-holders in the class schedule but not as viable peers. We can look our department chairman in the eye and *see* how we are viewed, just as the African-Americans looked at their white neighbors and *knew* they were nothing.

Other problems are more subtle. *Why didn't you hear that announcement? It was put out on the district phone audix*

Please see Part-timers, page 29

Taboo: Contrary to hundreds of years of evidence that people learn by the written word, and now, images —when we talk about "Education," we MUST have a teacher.

Distance Learning: The Virtual Classroom

By Nancy Stetson

I am aware of the controversies that have surrounded distance learning over the last several years in California's community colleges. I am also aware of the myriad of issues and struggles involved including: protecting the academy from diminished academic standards, protecting low-income or at-risk students who can't afford or benefit from distance learning technologies, protecting us from losing our jobs, etc.

Nontheless, some, if not most, of our classrooms in the not-too-distant future will be "virtual" classrooms. That is, we will be at a distance from learners; we and our learners will communicate via electronic technology; and, in some cases, we will be absent altogether. It won't happen tomorrow because it will require an initial investment of capital currently not available to our colleges. But happen it will.

Why so? Simply put: because as strong as the educational, equity, and political forces are *against* distance learning, the arguments *for* it — the effectiveness, access, efficiency and safety of distance learning in a radically changing world — are much stronger. Let's look at some of the pros and cons.

Effectiveness. Some of us rightly express our concern that distance learning may not be as effective as traditional learning. We know what's effective in teaching and learning in the traditional classroom; we have fifty years of research on the topic. That research was synthesized in 1987 by thirteen noted educational researchers into seven principles of good practice in undergraduate education. Let's review those principles, all of which can be easily applied by at least one branch of distance learning: interactive technologies.

- **Active learning**
- **Diverse talents and ways of learning**
- **Prompt feedback**
- **Time on task**
- **Cooperation among students**
- **High expectations**
- **Student-faculty contact**

Al of these principles can be implemented with distance learning. Since traditional teaching and learning relies heavily on interpersonal communication, let's also take a look at that body of knowledge. Interpersonal communication relies on three modalities: seven percent words or verbal; 38 percent tone of voice or vocal; and 55 percent nonverbal or visual. That's why face-to-face communication is more effective than, for instance, print communication. However, according to *The Futurist,* as technology improves, "the 'bandwidth' of clear, accurate, vivid information transmitted through distance learning likely will expand to include subtle visual and tonal cues."

And, if you participate in computer conferencing or other interactive media, you know that, even now, the intensity of communications and interpersonal relationships is sometimes astonishing. According to *The Futurist,* "Even religious services are now commonly held over computer bulletin boards, and participants usually find the experience *more* profoundly spiritual than services in a church or temple!" Moreover, our newspapers frequently feature couples who meet and fall in love on the Internet. So much for face-to-face communication!

Other issues of effectiveness include consistency of instructional quality, mastery learning, motivation and focus, and retention of learning. What does the literature say on these issues?

Consistency of instructional quality. *Multimedia & Videodisc Monitor* says instructional quality is more consistent because technology-based systems — unlike teachers — "do not have bad days or tire at the end of a long day."

Mastery learning. "Students have strong foundations for continued learning because an interactive system will not move on to new material until current material is mastered," *MVM* says.

Motivation and focus. Interactive systems provide a level of responsive feedback and individual involvement, *MVM* says.

Retention of learning. "Retention is increased because the process of interaction with material being studied provides a strong learning reinforcement that significantly increases content retention over time," *MVM* says.

Access. As faculty, we are rightly concerned about low-income students not having access to distance learning and other technologies. But computer power is now 8,000 times less expensive than it was just 30 years! Nicholas Negroponte in *Being Digital* says the haves/have nots in the information age likely will not be divided by income. Rather, Negroponte argues, the line will be drawn on the basis of age — between the young and the old.

Efficiency. "Cost-per-student is reduced because the primary costs of interactive instruction lie in design and production — not replication, distribution, and delivery," according to *Multimedia and Videodisc Monitor. The Futurist* says that studies show costs are cut in half! People costs are expensive. But faculty members won't disappear. They just may not be present all the time while students are learning.

Safety. Finally, *MVM* reports increased safety because

students can explore potentially dangerous subjects without risk.

Radically Changing World. Clearly, the arguments for distance learning are strong but more importantly they must be taken in the context of a radically changing world.

Consider these facts from *New Work Habits for a Radically Changing World*:

- The Department of Labor estimates that by the year 2000 at least 44 percent of all workers will be in data services (gathering, processing, retrieving, or analyzing information).
- Already an estimated two-thirds of U.S. employees work in the services sector, and "knowledge" is becoming our most important "product."
- In 1991, for the first time, companies spent more money on computing and communications gear than the combined monies spent on industrial, mining, farm, and construction equipment.
- Since 1983, the U.S. work world has added 25 million computers. The number of cellular telephone subscribers has jumped from zero in 1983 to 16 million by the end of 1993.
- Close to 19 million people now carry pagers, and almost 12 billion messages were left in voice mailboxes in 1993 alone.
- Since 1987, homes and offices have added 10 million fax machines, while E-mail addresses have increased by over 26 million.
- There has been more information produced in the last 30 years than during the previous 5,000.

"Even religious services are now commonly held over computer bulletin boards, and participants usually find the experience *more* profoundly spiritual than services in a church or temple!" — *The Futurist*

I believe we're moving into a world where virtual classrooms and other distance learning technologies we haven't even dreamed of yet are coming. What will we do in those classrooms? What will be our role? It's too soon to know.

One thing I know for sure: we can't go back to the past.

Nancy Stetson teaches journalism and management at College of Marin.

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☎ Survey

FACCCTS wants you to contribute to our next issue.

The November/December issue will include a survey of community colleges and how they've increased public awareness and support. *PLEASE CALL US WITH INFORMATION ABOUT YOUR COLLEGE:*

- How did your college or district assess the community's needs?
- What did it do to meet those needs?
- What did the college do to increase public support?

We want to hear your success story! Tell us how you overcame a challenge.

Call the *FACCCTS* Editor as soon as possible at (916) 447-8555 or email: writefaccc@aol.com.

Black studies *continued from page 18*

established, their presence will forestall additional hiring from the general scholarly population of all races. Their scholarly talents are as beside the point as my own qualifications.

But a university is not a parliament requiring "representation." If it were, most black-studies faculty would have to be white, proportionately "representing" the white majority, and almost half the women's-studies faculty would have to be male. I doubt that Dalhousie would care to improve its "linkages" with the European-Canadian community by offering a job only to a certified-pure white Aryan professor.

When Dalhousie invites blacks only to apply, it dramatizes the Orwellian debasement of language by such terms as "affirmative action" and "employment equity." However sweet they sound, they have nothing to do with affirmation or equity. They say instead that blacks (and other groups including women) really are inferior, incapable of competing as equals. Unless "targeted" by human-rights bureaucrats, all members of such "equity groups" are doomed by their own incompetence never to enjoy the privileges, status and income of more able individuals. But if they do win academic posts through affirmative action, they compromise their own scholarly achievements; positions like the Johnston Chair are really patronage appointments made for political reasons.

To accept Dalhousie's attitude would mean abandoning my lifelong belief in racial equality. I would be rejecting the dream of Martin Luther King, who looked to the day when his children would be judged not by the color of their skin but by the content of their character.

Dalhousie University and many Canadian and American politicians have already rejected that dream. But with thousands of others I marched on Washington in 1959 to hear Dr. King. When I showed his 1963 "I Have a Dream" speech to my students in China twenty years later, they saw me with tears in my eyes. I still hear him today — louder and nobler than all the equity racketeers who are now trying to keep his children in the ghetto. I may be white, but I am one of those children.

Crawford Kilian teaches in the communications department at Capilano College, North Vancouver, British Columbia.

Editors' note: "Until we recognize that affirmative action was meant to be a temporary measure and not a way of permanently allocating this precious resource called higher education, I, Ward Connerly, will forever be defined by my race." — UC Regent Ward Connerly

Affirmative Action

continued from page 20

results-oriented goals and timetables, is that they give institutions an objective way to measure their success in achieving diversity. Without such accountability, informal "old boys' networks" can continue to delay diversity indefinitely. Some faculty feel that affirmative action is an unwarranted intrusion on their autonomy in the hiring process. But if achieving diversity is taken seriously, affirmative action plans become a support, not an obstacle, to faculty seeking to hire the best candidate. They are only an obstacle to those who do not want

...if achieving diversity is taken seriously, affirmative action plans become a support, not an obstacle, to faculty seeking to hire the best candidate.

to eliminate the all-too-real barriers to equal opportunity that still exist in our colleges.

Of course, even some supporters of affirmation action wish that race was not the central issue of the debate. Some believe that we can only win support for affirmative action, especially from white men, by emphasizing that the attack on these programs is a diversion from the "real" sources of insecurity for many Californians: shrinking government support for education, corporate attacks on workers' standards of living, etc.

But let there be no mistake about it: the attack on affirmative action is popular because most white Californians believe the myths outlined above. We will get nowhere arguing that Californians should address the "real" sources of their problems until we convince people that the attack on affirmative action is based on myths about race.

The debate over affirmative action offers us a rare opportunity to engage in the effort to educate our students and communities about the realities of racism, the importance of diversity, and our responsibility to deal with both. We must seize the time, for if we fail now, we will all pay for it immeasurably in the future.

Andy Barlow teaches in the social science department at Diablo Valley College.

1996 FACCC CONFERENCE

THEME: "External Threats to the California Community Colleges"
WHERE: Capitol Plaza Holiday Inn, near Old Sacramento
WHEN: Thursday, Friday and Saturday, February 22 - 24
WHO: State Controller Kathleen Connell and Assemblymembers Denise Ducheny and Phil Isenberg will be featured speakers. Additional invited speakers include Lt. Gov. Gray Davis, Assembly Speaker Doris Allen, Assembly Members Brooks Firestone and Valerie Brown, and Secretary of Child Development & Education Maureen DiMarco.
Watch your mail for more information on how to register for the annual conference.

Part-timers *continued from page 25*

system to everyone! Yes, but I don't have access to a phone, nor an extension or voice mail number. ***If you wanted to propose a meeting for next fall's flex days, why didn't you fill out the form in your mailbox last month?*** Because, although I check my box assiduously and read everything, I never got that notice, nor did any other part-timer I asked. Then when I arrange for the meeting, I'm told two hours before that I will be allowed a twenty-minute slot near the end, after many other speakers I didn't invite have spoken. After all, how could a part-timer run a meeting?

Why didn't you attend the mandatory department meeting during fall flex days? Because I was already teaching a class in another district, which started two days before you, and my schedules conflicted. ***What do you mean you have to change the time of your final exam?*** My final exam at the other district finishes 15 minutes before this one is scheduled, and I can't drive that fast.

You should really try to enter the collegiate community more: attend meetings, listen to the president's speech, go to noon-time exhibits or concerts, buy a ticket to the student play, etc. Yes, but I only teach here at night, when I see no one but other ghostly part-timers furtively sneaking into classrooms and then back to their cars in dark parking lots, carrying their worldly goods in tattered boxes, portable file drawers, or bulging flight bags.

Or even worse, I teach in an off-campus location, at a distant high school perhaps where no full-timer would dream of teaching, and I don't even get my mail unless I drive to the main campus, by which time the mail and copy rooms are closed anyway.

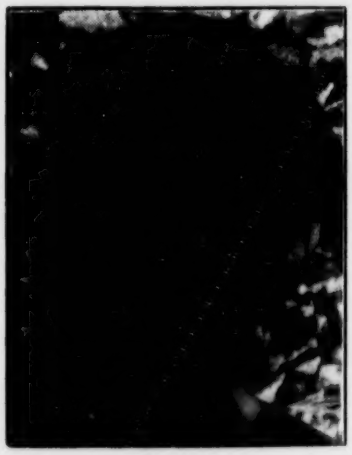
Finally, *your student complained he didn't get enough time to talk to you after class last week.* Well, I'm not allowed to have a key to access the office during the evenings, due to possible security problems, and I didn't want him following me to my car, so we had a quick conversation in the hallway because the janitor was anxious to lock the room up.

Why do all these things happen? Because there is a disregard for the needs of part-timers, who are invisible while right in front of everyone's noses. Because when managers plan things, they never consider how their decisions will affect part-timers. Because many full-timers and most administrators have never been a part-timer of any kind: the full-time part-timer ("freeway flier"), the career professional who goes to the local college to teach one class a semester or year, the full-time high school or university teacher who is earning additional income, or the former teacher turned mother or retired, who wants to contribute a little, earn some extra money, and get out of the house for awhile. Because it's very hard to walk in someone else's shoes, even for a minute.

It has been over 100 years since the African-American gained legal equality, and he is still fighting hard to earn respect in this society. Ironically we are now discussing whether affirmative action programs are still necessary to rectify past injustices. Part-timers have little legal basis for equality, and no affirmative action programs to help them. We only have the good graces of our peers and the willingness to fight by some part-timers to help us make the best of our positions as the **majority** providers of a quality community college education for Californians.

Emily Strauss is an English instructor at San Jose City College and Mission College.

On the Cover



Allan Jones

Allan Jones is a Sacramento artist known for his finely detailed pen and ink work, his American River landscape photography and pastels, and his expressive improvisational designs and graphic linework.

A graduate and former English instructor at the University of California, Davis, he maintains an independent studio in Sacramento while pursuing a full-time career in multimedia training in Agriculture.

NEXT ISSUE

The Faculty Vision of the Future

Featuring highlights from the FACCC and Academic Senate co-sponsored *Faculty Vision Conference.*

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Book Review

The Dreamkeepers: Successful Teachers of African American Children. By Gloria Ladson-Billings. Jossey-Bass Publishers, San Francisco. 167 pages. $21.50. **FACCC Book Service code: JB-2. Member price: $18.**

Reviewed by Charles Donaldson

An African American boy who was born in California in 1988 is three times more likely to be murdered than to be admitted to the University of California."

That statistic, drawn from *Fortune* magazine and cited in the opening chapter of *The Dreamkeepers: Successful Teachers of African American Children* by Gloria Ladson-Billings, seems particularly disturbing now that the UC Regents have acted against affirmative action.

African Americans, who have suffered through historic denial of equal opportunities in American education, see quality education as the route to social and economic success. However, nearly 40 years after the Supreme Court demanded changes to provide equal educational opportunities for all, African Americans are finding fulfilling that educational dream is more elusive than ever, Ladson-Billings says.

But she set out in her book to show that black and white teachers of African American students can make a difference, and she provides much anecdotal evidence to support her view.

Her successful teachers do not believe "African American children are exactly like white children but just need a little extra help." They "recognize African Americans as a distinct cultural group," something Ladson-Billings says American education in general refuses to acknowledge. The successful teachers build on distinct cultural characteristics of African American children by taking such characteristics into account in curricular planning and classroom practices.

The heartening material in *The Dreamkeepers* for community college faculty is that teachers described by Ladson-Billings exist and can make a difference in public schools.

And as equally heartening is that what these teachers do is special but not unique. Using different approaches to teaching and discipline, these teachers achieve the same ends by their enthusiasm for their craft, for their subjects, and for their individual student's achievements.

Some seem to be cheerleaders. Some seem to be hard taskmasters. But all make both the student and the subject seem important.

Ladson-Billings, now at the University of Wisconsin, Madison, was a teacher and supervisor in the Philadelphia public schools for 10 years before earning a master's degree at the University of Washington and a doctorate from Stanford. Five of the eight teachers who are subjects in *The Dreamkeepers* work in the California school district on which Ladson-Billings based her doctoral dissertation.

A drawback of this book for the community college faculty reader is the obvious distance between the elementary school classrooms observed and discussed and the college classroom. Its strength is that effective ways to teach can be adapted to all levels of education, and this book spotlights teaching that works.

Charles Donaldson teaches journalism at Santa Monica College and is secretary of the FACCC Board of Governors.

Welcome to the **FACCC Book Service**, through which faculty can purchase discounted books. FACCC members get an even greater discount, and can also offer their own publications thorough this service. Here are a few sample titles:

CG-1 *Compulsory Schooling and Human Learning*, edited by Dayle Bethel. This is in-your-face radical education theory at its best. A holistic, tough-minded, multicultural analysis by diverse contributors including Nel Noddings and Atsuhiko Yoshida. $17.50.
FACCC member price: **$15.00**

CG-2 *The Educational Messiah Complex*, by Sanford Reitman. "The most significant educational book of the past ten years." A defense of schools and teachers, against unreasonable political demands, endless scapegoating, and unrealistic expectations. $19.50.
FACCC member price: **$16.50**

HD-4 *Jack London and His Daughters*, by Joan London. Meet a Jack London you never knew existed in this evocative memoir. His daughter recaptures the yearning of a child for the father who left the family circle. Includes a selection of photographs from the album Jack London kept of his daughter. $10.50. FACCC member price: **$9.00**

JB-4 *Teachers for our Nation's Schools*, by John Goodland. This book provides a comprehensive look at the state of teacher education, and presents an agenda for improving schools by improving the way teachers are taught. $16.50.
FACCC member price: **$14.00**

OS-2 *The Internet Insider*, by Ruffin Prevost. Brings you the sordid and hilarious details about the Internet. Is Elvis alive and well and surfing the 'Net? Are space aliens planning to take over the earth through the information superhighway? Inquiring minds want to know! $14.50
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The Good Life:

How to Retire

By Ralph W. Fowler

So you are going to retire. Fantastic. It couldn't happen to a nicer person. Having recently done the same thing, May 28, 1994, I will share with you tips concerning the ins and outs of this wonderous occasion. Things to think about, things to do and people to consult with.

I guess the first question that I have to ask is, do you really want to take this step? Is this something you really want to do, for your life will change. What does your spouse or significant other think about all of this? Remember it will impact the other people in the family. You are going to be together more than you have in the past. Talk it through.

Does your district have any incentives to retire? You should investigate the alternatives, be it Golden Handshakes (an additional two years of credited teaching), or an agreement that would allow you to teach on a part-time basis for several more years with no loss of retirement benefits. Check this all out.

I guess what I am saying is, retire for the right reasons. And you are the one who has to determine the right reasons.

The following are several other items to consider as you take that retirement step. For instance:

- What about your health insurance? What type of program does your district have?
- Does your district provide you with health insurance at no cost to you?
- Will the health insurance include your spouse and is that paid for by the district or by you?

Remember, it will impact the other people in the family. You are going to be together more than you have in the past. Talk it through.

Another thing that is not much fun to think about is long-term health care. Recently STRS, working in conjunction with PERS has made it possible to apply for long-term health care as a retiree in the PERS program. It isn't cheap; none of the long-term health care plans are cheap, but they are worthy of consideration. Long-term health care includes possible rest homes or in-home care when you are unable to care for yourself. The premiums are based upon age, so the younger you are when you sign up for them, the lower the premium.

Before you actually retire, you should have a very good idea as to how much your retirement monthly stipend will be. Assuming that you will sign up for a pre-retirement conference, either through STRS or your district, that information will be available to you. The amount you will receive will, of course, be less than what you have been earning, causing some retirees to have a bit of income shock. You will probably recall the formula for determining your retirement benefit: number of years of teaching multiplied by this factor: (0.02 at age 60 or older), times the average of your last three highest years of salary.

The dollar amount that is computed is the "unmodified" amount — the most you could receive. If you took a different option you would receive a lesser amount. This is oversimplified, I know; that is why you should have a pre-retirement conference to give you all that information.

Here is something else to consider about your income. You can currently earn $17,500 per fiscal year additional income and it won't have any impact on your retirement stipends. Any amount of extra income earned above this amount will be deducted on a dollar for dollar basis from your retirement. Now, this only applies if the State of California is paying the bill. The most usual source of extra income would come from teaching part time, substituting and the like. You can earn any amount of additional income from other sources and not have any impact upon your retirement income. If you ever have any doubt about this check it out with the STRS.

As long as the discussion is already involved with income, don't forget taxes. Be sure you have enough money deducted from your retirement for your taxes, so you don't have a nasty shock waiting for you c[illegible]e tax time.

I have tried to discuss a few of the considerations that a newly retired or about-to-be retired educator should contemplate. There are obviously many additional things to be said, but enough for now.

Ralph W. Fowler, a former chair of the FACCC Retirement Committee and former board chairman for STRS, is community college faculty representative to STRS.

Editor's note: FACCCTS *now devotes a column to retirement issues. Look for the new retirement page in the upcoming November/December issue. If you are interested in sharing your retirement experience with colleagues, or would like to suggest a topic, please contact the* FACCCTS *editor at (916) 447-8555 or E-mail: writefaccc@aol.com.*

FACCCTOTUM

Controversy/Change

I am not afraid of storms for I am learning how to sail my ship.
— Louisa May Alcott

When you get into a tight place and everything goes against you, till it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn.
— Harriet Beecher Stowe

Groan and forget it.
— Jessamyn West

We must cultivate our garden. — Voltaire

Rivers are roads that move. — Blaise Pascal

Behind seeming permanence lies constant flux. — Heraclitus

The teeming autumn, big with rich increase.
— William Shakespeare

Cease to ask what the morrow will bring forth, and set down as gain each day that Fortune grants.
— Horace

Jump!
— Van Halen

The things which hurt, instruct.
— Benjamin Franklin

People change and forget to tell each other.
— Lillian Hellman

Give us grace and strength to forbear and to preserve...give us courage...and the quiet mind...
— Robert Louis Stevenson

ATTENTION

***FACCCTS* wants you to be a guest contributor. We're now accepting story and cover art ideas for the November/December issue, and the February 1996 issue.**

■Nov/Dec theme: The Faculty Vision of the Community College System, with coverage of the September FACCC/Academic Senate Vision Conference at De Anza College. Other features will include: ■A survey of community colleges and how they've increased public awareness and support. Call us with information about *your* college. ■A history of the community colleges, FACCC, and AB 1725. ■The latest info from the Commission on Innovation. And more...

☐February theme: Students of the Future; the changing student;☐Awareness and sensitivity in teaching students of non-traditional or multi-ethnic backgrounds.☐A preview of the annual FACCC convention.

Please call the *FACCCTS* Editor as soon as possible at (916) 447-8555 or E-mail: writefaccc@aol.com.

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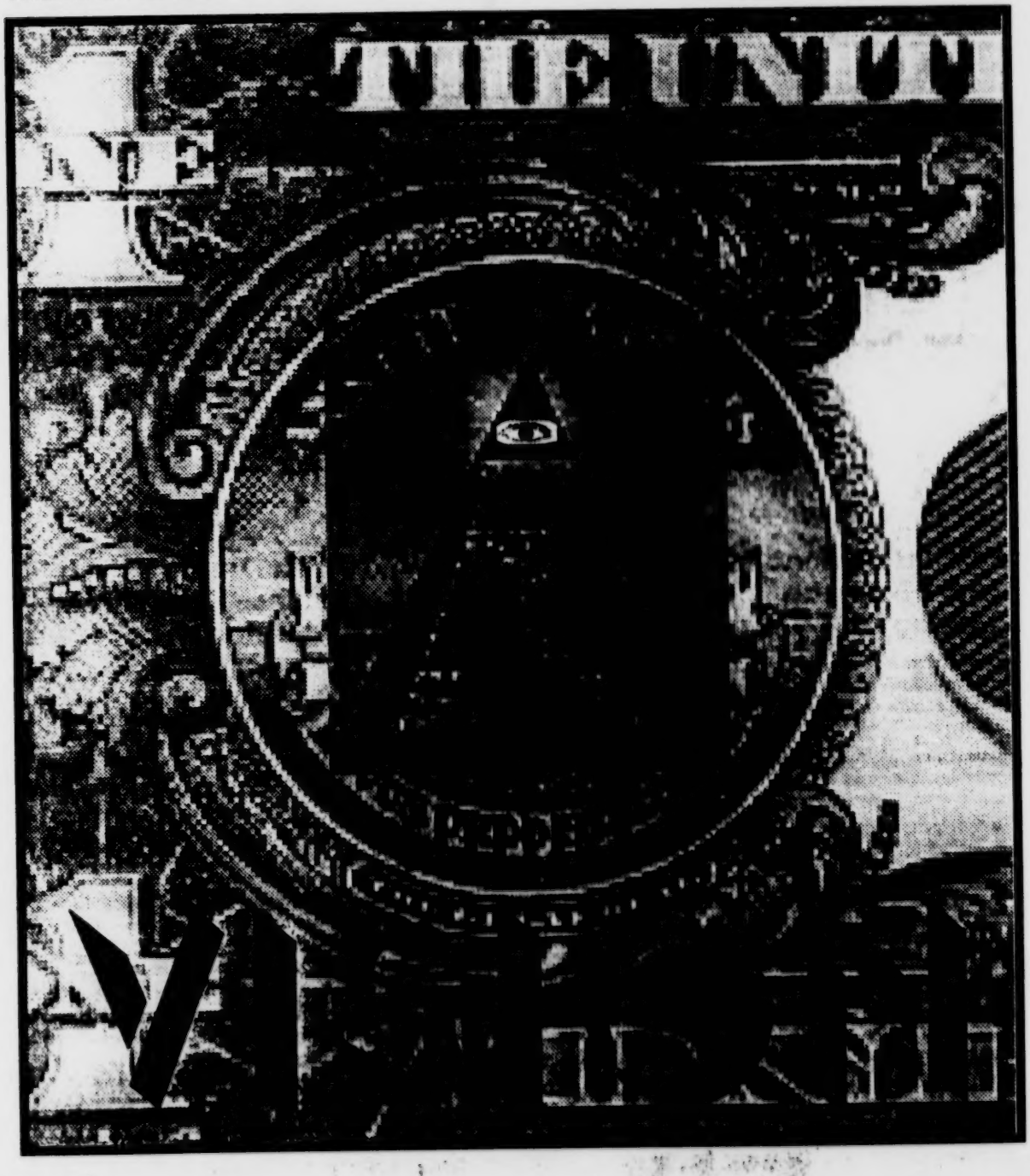
Volume 2 Number 2 November/December 1995



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The Faculty Vision for the Future page 8

Faculty members are a valuable resource for planning the community colleges' future. So FACCC and the Academic Senate decided to give them a voice in the process with the Vision Conference. But other people have visions, some not in tune with that of faculty's. We explore the fundamentalists' vision on page 22 and the state government's vision on page 24. John Vasconcellos shares his vision for the future on page 27.

Abandoned Vision page 16

Was an open admissions policy at the City College of New York part of a recipe for mediocrity? Sierra College history professor John McFarland criticizes the author of *City On A Hill: Testing the American Dream at City College* for an elitist view. James Traub, he said, overlooks the accomplishments of the historic college that gave immigrants a tuition-free opportunity to succeed in higher education.

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WHAT'S NEW/WHAT'S NOT

How will community colleges accommodate the next tidal wave of students demanding access to higher education? The bottom line is money — the colleges need stable funding. But we can't effectively fight for more money without strong faculty participation in the process. Please get to know your local legislators and help make the faculty vision for the future a reality. As always, we welcome your letters to the editor.

COVER DESIGN: Katherine Martinez

FACCCTS

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EDITORIAL POLICIES

FACCCTS is the journal of the Faculty Association of California Community Colleges, Inc. (FACCC), a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty. FACCC also advocates on behalf of faculty to encourage policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education. *FACCCTS* is published a minimum of four times during each academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. The primary purpose of *FACCCTS* is to provide a forum for faculty and the California Community Colleges "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC, its Board of Governors, general membership, or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and/or edit all text as deemed necessary. For a copy of current writers guidelines, please call the FACCC office at (916) 447-8555, e-mail faccc@aol.com or write to: *FACCCTS* Editor, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814.

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Letters

Part-timers must tell legislators, voters about plight

Please thank whoever sent me the September, 1995 issue of *FACCCTS*, an excellent publication.

With great sympathy and few surprises, I read Emily Strauss and Margaret Quan's comments regarding part-timers, who are condemned by an uncaring system into the status of modern-day serfs.

I remember that we used to apply the phrase "The last to be hired, the first to be fired," to this nation's minorities. Now, it is appropriate to apply this same phrase to our part-time faculty in California's Community Colleges and universities.

Within the community college and university settings, I have continually seen persons, who dare to call themselves professional educators, eagerly abuse their colleagues, the part-time faculty. Yes, part-time faculty are most definitely abused; there's no other way to describe that. They are often barred from flex days or, when invited, must come unpaid. They are eligible for conference attendance funds, under the law, but are denied those! They are eligible for unemployment benefits, but are not informed about that. And, the list goes on and on ...

For part-time faculty to make a difference, they must become involved in the system and either themselves run for the board of trustees for the community colleges in their area of residence or find candidates sympathetic to their plight.

Also, I would suggest that part-time faculty carefully explain, in detail, to the students about the conditions under which they are forced to work. Yes, your students have the right to know about this. You have the duty to tell them!

Your students are voters, their parents and friends are voters. Your students have access to a student trustee on the board. Express your views, part-time faculty, to anyone and everyone who will listen. Don't forget your local news media — they can help, too! Your local assembly people and senators have yet to hear from you about you!

David S. Siegrist
Vice-President, Board of Trustees
Rio Hondo Community College

Instructor's reasoning faulty on Canadian affirmative action

Re: "Why Must a Scholar in Black Studies be Black?," *FACCCTS*, September 1995.

This article is an example of overgeneralization from an extreme case and sloppy reasoning to justify opposition to affirmative action. I don't know Canadian law, (although press reports on the Ontario affirmative action law certainly do not support his claim that this is legal. *The New York Times*, August 7, 1995) but in the U.S. the job announcement described here, using race to exclude people is illegal.

What is the significance of this bizarre account in the U.S., where the use of race is allowable as one factor, but not the main factor, in the selection process to some but not all positions? But this obvious point, and the fact that to my knowledge not one academic position in the U.S. has ever been advertised this way, won't mollify dogmatic opponents, who will say with a wink and a nod, "you see, I told you this is what affirmative action means."

If all Kilian was saying was that race should not be used to exclude people from a job, he would have little opposition. But having beaten up his straw man, Kilian seems to imply more: race should not be a factor in the selection of the chair of a Black Studies program at all. If this is what he is saying (and it is admittedly hard to know this because his rhetoric is so harsh and his reasoning so sloppy), this is a serious error. Of course, everyone should be able to compete for the job, but the life experiences of an Afro-Canadian should be a factor in the selection of the most qualified individual for the chair of a Black Studies program. And, if the university is abusing affirmative action, then we should all protest the all-too-common exploitation of ethnic studies programs, not attack affirmative action.

Finally, I find it utterly repugnant that opponents of affirmative action regularly cloak themselves in Martin Luther King's name and words. Dr. King himself said, "a society that has done something special against the Negro for hundreds of years must now do something special for him, in order to equip him to compete on an equal basis." Martin Luther King, Jr., *Where Do We Go From Here? Chaos of Community*, Boston: Beacon Press, 1967, p. 90)

While Dr. King dreamed of living in a society where people are not judged by the color of their skin, he all too well understood that nothing less than "a radical restructuring of the architecture of American society" would be required to achieve that goal (ibid., p.133). Let us be clear: opponents of affirmative action like Crawford Kilian have nothing in common with Dr. King or the civil rights movement.

Andy Barlow
Diablo Valley College

Editor's note: For more information, contact the American Civil Liberties Union at (415) 621-2493 for its paper "Affirmative Action California: Why It Is Still Necessary."

Essay off mark, lectures do well

John McFarland is a very clever writer with a biting sense of humor, but his essay in the last issue of *FACCCTS* ("Ground Sacred Cow," September 1995) should have been

entitled, "In Defense of Sacred Cows."

Indeed, I doubt if there is any more sacred cow on our campuses than the old-style lecture, and, despite a lot of talk about alternative educational delivery modes, it is still doing very well and in no need of being defended. Most of its faculty practitioners are quite good at it, well documented, clear, interesting, even inspiring at times. But the method has its limits, as anyone can tell you who has ever tried the classroom assessment technique known as the "one-minute paper."

Many of us in response have tried to complement the lecture by using additional techniques, such as in-class cooperative work or after-class supplemental instruction and Treisman-style workshops. The effect of these additional techniques can be so spectacular, sometimes increasing class success rates by as much as 30 percent, that one wonders why they are not used more. These techniques are not gaining favor because of some administrative plot: they commend themselves simply by the results they produce.

John McFarland would do a greater service to our faculty by encouraging them to broaden their approaches to education and adopt more active and collaborative techniques that would complement the lecture and enable more students to succeed in their classes.

P.S. Congratulations for an outstanding September issue. Very interesting articles. Keep it up.

Jean Lecuyer
Glendale Community College

John McFarland replies: "The reader will remember that the "sacred cows" butchered were not those of the campus, but of the education departments. Their current orthodoxy finds the lecture to be empty of instructional value. This position differs from that of M. Lecuyer, who merely wants other techniques mixed in with lecturing. I offer less a quarrel than a caveat: that instructional techniques be suitable to the materials covered, and not merely chosen for their charm, or even for their success in a very different discipline."

FACCCTS non-fan rejects issue

Thank you for another edition of "The Journal of Affirmative Action/Women's Issues of California Community Colleges."

Anonymous

Editor's note: We invite any faculty member who feels strongly about a particular issue to write an article or essay for FACCCTS. *Our goal is to provide a forum for all our members, who we understand have a variety of opinions.*

FACCC member takes pride in association

FACCC is truly an organization with such intellect and heart that I'm hard-pressed to think of another organization anywhere in the world whose membership would give me more satisfaction!

Thanks for the fine posters which I have displayed prominently on campus. Thanks for the Netcruiser (Windows '95 had just trampled over my previous version so that when I received yours I was without net connection).

Thanks most of all for the spirit of AB 1725, which, while it has nowhere near succeeded, is certainly the best effort yet to set policy whereby the California Community Colleges can be properly dignified.

The California Community Colleges are probably one of the best models for higher education in the world — no small thanks to FACCC! I think it's unfortunate that many faculty don't realize the significance of the history here.

Geoff Hagopian
College of the Desert
via the Internet

FACCCTS ***welcomes letters to the editor, via regular mail or e-mail (faccc@aol.com). Please keep letters brief and include your name, address, and both daytime and evening telephone numbers.*** **FACCCTS** ***reserves the right to edit letters for length and clarity.***

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A Matter of FACCC

JANE HALLINGER

Some of us may look at it as a roller coaster ride; others as a slow trudge up a hill.

No matter how we perceive it, we know we can't stop the future and the challenges it will bring the community college system. New influences may affect our colleges, but most problems we face have been with us the last four years. Will we come up with solutions? Yes.

The system is actually a fluid body (even though some would say it is an immovable force) that is constantly reacting to social change, economic realities, and instructional theories. We don't know how quickly we'll find the most feasible and acceptable solutions to the system's problems. We do know there are many outside variables that still defy harnessing.

Despite these outside forces, there will be changes reflected in the way we teach, who we teach, and the available resources. For several years, faculty leaders have reviewed many plans that, with great assuredness, revamp portions of our system. Many groups want to tell us how to more efficiently run our institutions, how we should teach to a more diverse student population, and how we should evaluate those students. Through cooperative efforts, your faculty organization leaders have spoken for you in attempts to stem suggestions that would be most repugnant to faculty, and to urge careful and intelligent development of all reform proposals.

Our efforts, while often valiant and most assuredly unified, are still not enough when we think of facing a decade that may bring another 500,000 students into California higher education. So we should expect many more reform suggestions from inside and outside the system for ways of dealing with this expectation. All of us should have a role if we are to prepare for the students. We as faculty must assess the most appropriate means of utilizing our facilities, and maintaining quality programs and open access that we have considered a hallmark of the community college system. For several years, the faculty leaders and organization boards have said that now is the time for faculty to become proactive rather than being forever caught in a reactive position.

However, you can't leave it to your faculty leaders to create the vision for your future or to address the various reform suggestions we face. Each blueprint for the system's future will become a part of your future as faculty on the local campus. Any change in assessment will be implemented on the local level; distance education and technology will be a part of local curriculum and delivery; flexible calendars will alter local scheduling of classes; different scheduling patterns and space utilization plans will affect current programs; and changing student demographics and modes of teaching will affect our classrooms. Because these issues will be important to you and your students on a daily basis, you need to be a part of creating the vision of how they should be carried out.

"You can't leave it to your faculty leaders to create the vision for your future..."

We know there are certain things we cannot control. We cannot predict what kind of funding we will have in the future. We cannot predict the actions of the legislature, except to point out the education reform bills that have been introduced and are in committees. We cannot predict how decisions in the other higher education systems will influence our own. However, the very fact that the Master Plan is under review and CSU is considering eliminating most remedial classes by 2001, will definitely affect us. And we cannot predict how Washington legislation will change the course of programs in our California system. We do know that funding and legislation involving education is a central debate in Congress.

We can predict, however, that the cost of education in our system must remain low. The FACCC Board of Governors has gone on record many times with the statement that there should be no tuition for community colleges. We can predict that our programs must continue their current quality and that we must maintain open access, for we are the basic institution of higher education for most Californians.

And we can predict that we and other organizations cannot remain secular in our interests. We are all components of a whole, and we must work together to keep the whole healthy and viable in the 21st century.

The challenge to each of you is to address these factors now on your campus, with us in our publications and at our state conference.

Help initiate suggestions that originate with faculty. Each one of us must be a part of the reform debate, and be proud to support our collective future.

Jane Hallinger teaches English at Pasadena City College and is president of FACCC.

View From the Front

By LESLIE SMITH

The Hewlett Foundation of Menlo Park, Calif., announced Oct. 30 it had given the Educational Round Table $420,000 to reevaluate California's Master Plan for Higher Education. The RAND study, which will begin immediately and take a year to complete, will focus on four broad areas: 1) The changing environment, 2) changing student demands, 3) assessing alternate responses to current and foreseeable problems, and 4) resources planning.

About 500,000 new students are expected to enter the state's public colleges and universities in the next decade. It will be our job to ensure that quality, access, and affordability are maintained. And while in 1995 and 1996 higher education is experiencing a good year, there is no indication this will continue.

Below are observations of the political climate and issues that will affect the California Community Colleges.

The Sacramento Scene

The state's number one campaign contributor is the California Teachers Association. Now name the number two contributor. Stumped? It's state Senator Rob Hurtt (R-Garden Grove), who this summer ousted Ken Maddy to become the new Senate Republican leader and is now vice-chair of the Senate Education Committee.

Hurtt has contributed $1.2 million of his own money ($2 million total with the help of the ultraconservative California Independent Business PAC) to elect candidates who are pro-business and capable of self-funding their campaigns. These figures make Hurtt the biggest individual contributor in state history, according to *California Journal Weekly* (see "Double Vision" on p. 22 for a complete discussion).

How is FACCC responding? FACCC has made great progress in strengthening bipartisan relationships with legislators. Most notably with Assemblymember Brooks Firestone (R-Los Olivos), vice chair of the Assembly Higher Education Committee (whom the FACCC board recently named Freshman Legislator of the Year, along with Wally Knox, D-Los Angeles); Assemblymember Bruce McPherson (R-Santa Cruz), who co-sponsored with FACCC the property tax backfill bill; Assemblymember Chuck Poochigian (R-Fresno) who chairs the powerful Assembly Appropriations Committee; and state Senator Tom Campbell (R-Stanford). These legislators recognize education is a non-partisan issue, and we appreciate their support.

CSU Remediation Proposal

At its July meeting, the Board of Trustees of the California State University proposed policy changes with the to ensure students possess the basic skills needed to handle university study. However, they proposed eliminating remedial classes. The impetus for the idea came from a January 1995 report that showed 42 percent of new CSU freshman did not pass the entry level math exam, and 43 percent did not pass the English placement test.

A joint meeting was held at the end of October with the State Board of Education, the CCC Board of Governors, and the CSU Board of Trustees. The CSU board plans to made a decision in January. FACCC is opposing this proposal and has testified at public hearings (see FastFACCCTS, p. 12).

The Constitutional Revision Commission

This commission has recommended taking the Proposition 98 funding guarantee away from community colleges. (see "Re: Vision" on p. 24 for more information).

Just as K-12 must serve everyone under 18, the community colleges are mandated to serve all people over 18. To preserve this open access, the colleges need a funding guarantee. Once again, FACCC has spoken on record against this proposal through written and verbal testimony.

Vocational Education

Federal and state initiatives will impact vocational education in the community colleges. The State Job Training Coordinating Council is now charged with assessing and making recommendations regarding existing employment and education programs. With passage of SB 645 in October, the Council (of 30 members, with only two educational representatives) is set to develop an education and training report card that will analyze the accomplishments of the state's work force preparation system, including CCC vocational programs.

Affirmative Action

The good news is that a state appellate court threw the governor's suit back to the superior court. The bad news is that the so-called California Civil Right Initiative (which is anti-affirmative action) continues to garner support for placement on the November 1996 ballot. However, an alternative initiative has been proposed by a statewide coalition, which FACCC is active in. FACCC has also established an affirmative action network, but needs volunteers to help set up a speakers bureau to educate voters on this volatile civil rights issue.

That's the kind of year it's going to be. Major initiatives proposed in several arenas may alter the face of the California Community Colleges and the rest of public education in California. Competing interests and priorities for limited resources will continue to make funding the driver of educational policy.

Leslie Smith teaches ESL at City College of San Francisco and is vice president of FACCC.

Editor's note: The executive director's column will return in the February issue of FACCCTS.

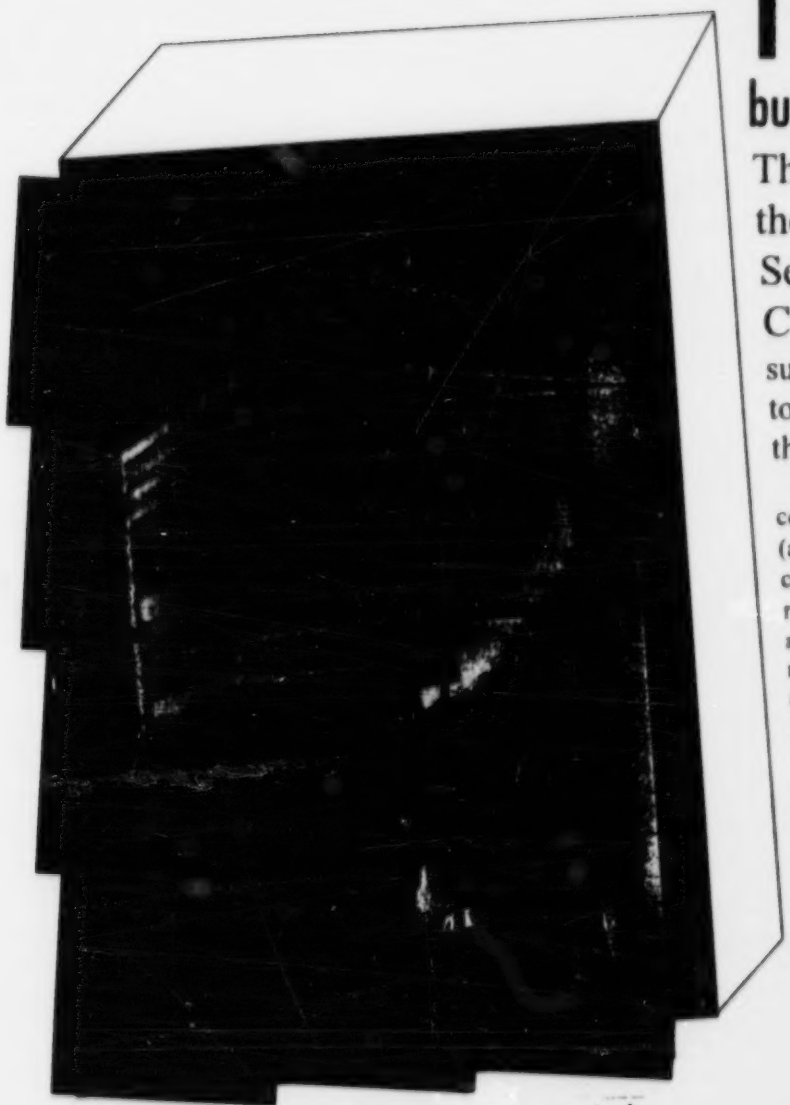
FUTURE

Trying to tell faculty what to do is like trying to get butterflies to fly in formation.

That was the running joke at the FACCC and Academic Senate cosponsored Vision Conference. But when the kidding subsided, faculty members got down to business, with a sense of hope for the future.

The 119 faculty members from 42 different colleges gathered for two days of brainstorming (at De Anza College, September 8 and 9) to create "The Faculty Vision for the Future," a roadmap for the community colleges. The goal also included generating suggestions on how to make the vision a reality. The Academic Senate and FACCC will follow-up on the conference in the fall and spring.

Some common themes included: The need to enhance the public image of the community colleges — by educating taxpayers about the critical role the community colleges play at a low cost; the desire for flexibility and responsiveness to student needs and to changes in each community; and the need to continue advocacy for long-term, stable funding.



Jo Sumner of Sierra College takes notes on an Apple Powerbook. The words were projected onto a screen so that Vision Conference participants could immediately see what had been discussed.

Future Vision

- The Vision Statement, p. 10
- Thoughts from faculty leaders, p. 10
- Assemblymember John Vasconcellos' visions of the community colleges, p. 27
- Alternate visions from fundamentalists and state government, p. 22-25

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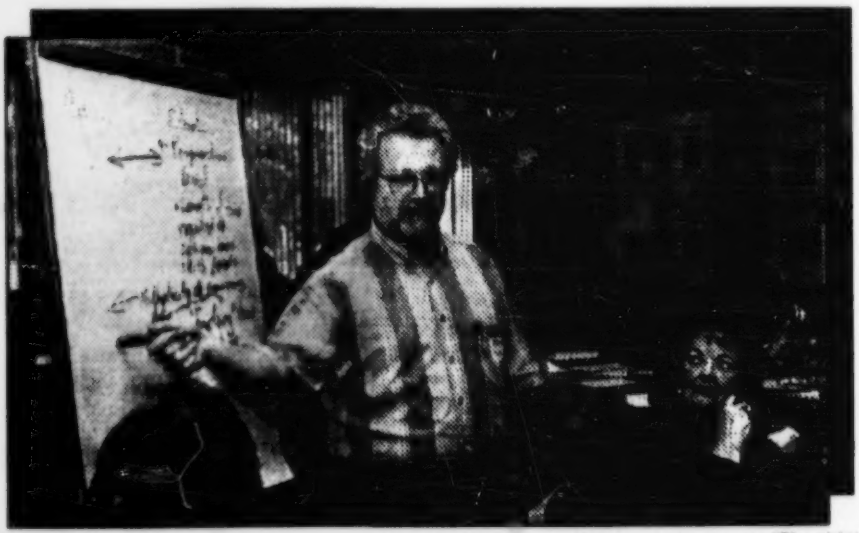
VISION

role the community colleges play at a low cost; the desire for flexibility and responsiveness to student needs and to changes in each community; and the need to continue advocacy for long-term, stable funding.

With enthusiasm, faculty members (led by facilitator Susan Clifford of Pasadena City College) participated in the *charrette*, a decision-making process that allows intensive planning and brainstorming by a varied group of people with the same interest.

Jo Sumner of Sierra College and Mike McHargue of Foothill College assisted Clifford. The Faculty Development Committee of the Academic Senate, chaired by Paul Setziol of De Anza College, and FACCC's Professional Development Committee, chaired by Sam Weiss of Golden West College, organized the event.

One result of the Vision Conference is enthusiasm at the local level: Academic Senate members at San Jose City College are planning their own six-hour *charrette*, tentatively scheduled for January. Ron Levesque, an ESL instructor, said the idea was unanimously approved by the local Academic Senate. The workshop will help them take an active role, he said, in developing goals for the next five to 10 years.



Woody Harrington of De Anza College, above, records his table's discussion on a flip chart so he can later report to the whole room when the "task" is completed. Lee Walker of Saddleback College and John Jacobs of Pasadena City College join the group consensus, left. Photos by Katherine Martinez

"What's your vision for the future?"

Asked at the Vision Conference

"I would really like to see a vastly improved and increased faculty role in every aspect of decision-making of the individual institutions. And I'd like to see that well-received, collaborative effort between faculty and administration. I'd like to see us get rid of the adversarial [relationship]." — **John Jacobs, art, Pasadena City College**

"The vision for me would be legislators/politicians who don't deceive; people who tell [constituents] they can have something for nothing. I'm tired of them saying they can have police and education, that it's not going to cost them a cent. Responsible politicians who don't lie repeatedly." — **John Queen, political science, Glendale College**

"We say we're student-centered, but I think we don't act on that. And it's hard to make that change. We can't keep doing what we're doing. The faculty can't do it themselves and the administrators can't make it happen without faculty. In that environment, we can justify what we do, to the community and to ourselves." — **Mary Spangler, Vice President of Academic Affairs, Los Angeles City College**

"More regionalized partnerships with industry for funding, training

Please see next page

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and education. Because the focus is going to be on training for jobs." — **Laura Howard, court reporting, West Valley College**

"I think it's ensuring student success through the quality educational programs we as community college faculty will continue to produce. Regardless of obstacles, changing climate, and the uncertain future. We're all learning together; that's when learning's exciting. It's a 'we' [process]." — **Jean Montenegro, journalism, Imperial Valley College**

"I would like to see a couple of virtual community colleges as well as virtual libraries. We have students who [commute] two hours to get across town. It's not just distance learning, it's creating a campus that's all over the place." — **Jerry Cellilo, counseling, Foothill College**

Thoughts Not To Be Lost

From conference participants

- We have taken the first step in meeting the challenge of providing quality education for all of California.
- Let's not lose sight of decisions made today. For them to live on, we must disseminate them and most of all act upon them.
- Think of CCCs as a paradigm of multicultural democracy.

Table leaders took turns reporting what their groups decided were top priorities for certain issues. Larry Toy of Chabot College, left, a California Community College Board of Governors member, emphasizes a point during his group's discussion.

The Faculty Vision for the California Community Colleges — Entering the 21st Century

The California Community Colleges are student-centered, academically excellent, and accessible to all.

- The students and faculty of the California Community Colleges reflect the diversity of the population of the state.
- The California Community Colleges respond to the diverse and changing needs of their students, their communities, and the state. Responsiveness includes flexibility, creativity, and a willingness to take risks.
- All faculty of the CCCs, regardless of their employment status, are professionally qualified, dedicated to the service of students, actively involved in the advancement of their profession and their community colleges, model positive civic and professional responsibility, and are appropriately compensated.
- All faculty are essential participants in the decision-making process in all facets of the CCCs.
- The CCCs are actively cooperative and collaborative with each other, all segments of education, government, the public, and the private sector.
- The CCCs play a crucial role in the success of the state. The public and the government recognize, appreciate and support that role.
- The CCCs are public institutions funded with a sufficient and reliable income. This funding is long-term and predictable.
- The CCCs are accountable to their students and the citizens of California for the use of their resources.

The Vision Statement is a work in progress and has not yet been approved by faculty organizations.

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Leaders look to future at De Anza

Faculty needs cooperation, commitment to Vision to improve CCCs, Hallinger said

Faculty members are helping develop a new vision for the future that benefits from their expertise, said faculty leaders during their remarks at the Vision Conference.

FACCC President Jane Hallinger, Academic Senate President Janis Perry and Assemblyman John Vasconcellos spoke about the importance of unity, creating innovative ideas at campuses, and becoming more active with FACCC and the Academic Senate to push the spirit of the Vision Statement forward into the public arena. Here are excerpts from their speeches:

FACCC President Jane Hallinger:

"This has been a broad ranging discussion. And now I feel a real responsibility for both of the sponsoring organizations — FACCC and the Academic Senate. This is the first step. The two boards have to help you carry it forward. In order to make a commitment to the Vision, we need the cooperation of the faculty throughout the state. Therefore, we expect many new ideas will be generated at the campuses.

FACCC will devote much of its energy this year to advancing what you have begun here. FACCC's February conference will focus on the external forces impacting the colleges, even though we know we cannot influence all of them. Truthfully, I don't think we can readily turn around the composition of the legislature and the chaos that we see there.

We're also not sure what monies and help will be available from the federal government, how the state's economy will recover, or how the "Three Strikes" law will affect the funding for education. These represent some of the external walls that are before the system. That is our role — we fill it well and will continue to do so in the future."

> Education should be about educating the person ... You are the hope of the future ... The best you can do is model for them how to be a healthy human being...."
>
> — John Vasconcellos

Janis Perry, Academic Senate President, told faculty members she looks forward to the Vision's influence on the community, college system, and legislature.

Academic Senate President Janis Perry:

"The Faculty Vision Conference was a great opportunity for the collective and creative minds of the faculty to shape the direction for the future of the California Community Colleges. Many groups, inside and out of education, have attempted to identify a "new" vision for the community colleges, but the vision identified at this event has benefited from the educational expertise of the faculty. The Academic Senate is looking forward to the influence this information will have in the system, the community, and the legislature."

Assembly member John Vasconcellos:

"I come this morning to say thanks for all your help. My father was a school teacher, so I grew up with your ethic and your profession as part of my life.

You're the hope of the future. The people come to you looking for help, to learn about vocational, intellectual, emotional in civic life. The best you can do is model for them how to be a healthy human being, who cares deeply and takes risks.

We're all a mixture of people and we've got to think of our colleagues as beacons of learning and hope. You can do that in your own life. I challenge you to be visionary, not just in the abstract, but by being pragmatic, passionate, and unyielding, and risk-taking.

May you each find your lives in these two days valuable. Go back to your campuses and stand taller. Do something audacious.

You've got to get off the track, and challenge folks, and awaken folks to the recognition of California's promise, the colleges' promise."

(Please see page 27 for John Vasconcellos' vision.)

CSU trustees hear opposition to elimination of remedial classes

Faculty, students, and concerned community members who testified at an Oct. 27 public hearing to discuss CSU remedial education said they opposed slashing all basic skills instruction.

California State University trustees heard mostly frustrations about trustee Ralph Pesqueira's proposal to eliminate nearly all remedial instruction at CSU campuses, but speakers were also angry about the inadequacies of K-12 education.

In a poignant moment, one Latina who has taken basic skills courses questioned whether she failed the system, or if the system failed her. She had graduated from her high school with honors before she was admitted to a CSU campus.

FACCC President Jane Hallinger expressed concerns that the impact of a unilateral CSU decision on community college enrollments has not been fully analyzed. The university has discussed this issue in the media, without consulting other institutions that will be affected by its decision.

Several English professors from CSU Sacramento argued against eliminating basic skills programs. Linda Palmer, who heads the CSUS basic writing program, argued that the proposal is an oversimplified answer to a complex situation, and proposed that the trustees spend more time consulting with people who have been working on these issues in the field. Jeanne Keltner, another CSU faculty member, stressed that student who are non-native speakers of English or the first in their families to attend college are struggling to accomplish what it took her own Swedish family generations to achieve.

Several speakers questioned the five-year timeline established for enacting new admission standards. One suggestion was that K-12 graduates may not be able to meet higher standards within this time frame. More than one speaker pointed out that CSU educates two-thirds of California's teachers. Three-fifths of freshman at CSU campuses who take math and English entrance exams fail one or both of the tests.

The hearings will conclude in November and the trustees will meet in January to review public commentary and make a decision.

FACCC Awards announced

Assemblymember Denise Ducheny (D-San Diego) has been named FACCC Legislator of the Year for her continued support of community colleges. Ducheny is chair of the Assembly Education Budget Subcommittee.

Assemblymembers Brooks Firestone (R-Los Olivos) and Wally Knox (D-Los Angeles) were named FACCC Freshman Legislators of the Year. Firestone is vice-chair of the Assembly Higher Education Committee and attended almost the entire FACCC conference last year. He has strongly supported all of FACCC's sponsored legislation, as well as budget proposals, and was one of the few Republicans to support the K-16 bond measure.

Knox is a former Los Angeles community college trustee, and as a member of the Assembly Higher Education Committee has consistently supported FACCC's positions on legislation. He has chaired the Assembly Labor and Employment Committee, and is the only first-term Democrat in the Assembly to head a policy committee. The legislators will receive their awards during the FACCC annual conference in February (see page 14).

COFO pushes for faculty equity

The Council of Faculty Organizations met recently to discuss drafting a statement that would address the concerns of part-timers.

Part-timers would have job

Assemblymember Liz Figueroa (D-Fremont), who attended College of San Mateo, spoke during the FACCC Leadership Conference Oct. 13 in the Bay Area. She said talking with students convinced her the $50 BA fee was detrimental to community colleges, and urged faculty members to stay in contact with local legislators.

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security, the pay they deserve, and respect from their full-time peers under the "faculty equity" goal statement, to be approved soon by the Council of Faculty Organizations.

Advocacy Network needs you

With just 10 minutes a week, as needed, you can help FACCC push bills in the state legislature that benefit you, the faculty members.

Because the lawmaking process is fast-paced, vocal support is sometimes needed on a moment's notice. You may be asked to make a quick phone call or write a brief letter to your local legislator urging them to support a certain bill. FACCC will provide the information for you to do this.

To add your name to the Advocacy Network list, please call David Hawkins at the FACCC Office at (916) 447-8555 or e-mail advocatedh@aol.com.

Free teaching techniques offered

A summary of 225 successful college-level teaching practices is available free to faculty members through InfoNet.

A "Teaching Innovations" sampler of 26 programs is also available in hard copy. The collection is a project provided by the Fund for Instructional Improvement through the Chancellor's Office, California Community Colleges (Project #94-001-022).

For more information, call Carole Jarrett at (707) 864-7000.

For the Record

Accuracy is one of *FACCCTS'* priorities. Mistakes should be called to the attention of the editor.

■ In the September issue of *FACCCTS*, in the letters to the editor, Yosemite Community College District Chancellor Pamila Fisher's name was misspelled.

FACCCTS regrets the error.

Reform group sponsors initiative to limit campaign contributions

A statewide initiative proposal would limit a contributor's campaign donations per candidate to $100 for districts of less than 100,000 residents, $250 for larger districts and $500 for statewide elections.

Sponsored by Ruth Holton and Tony Miller of Californians for Political Reform, Sacramento, the initiative would also allow committees of small contributors to give twice the limit, and for those candidates who consent to the spending limit, the contribution limits would double, according to *California Journal*.

It would also limit total contributions from political parties, specified committees and individuals and prohibit transfers between candidates. It would also require disclosure of top contributors on ballot measure advertising.

Legislative Report

New STRS plan created

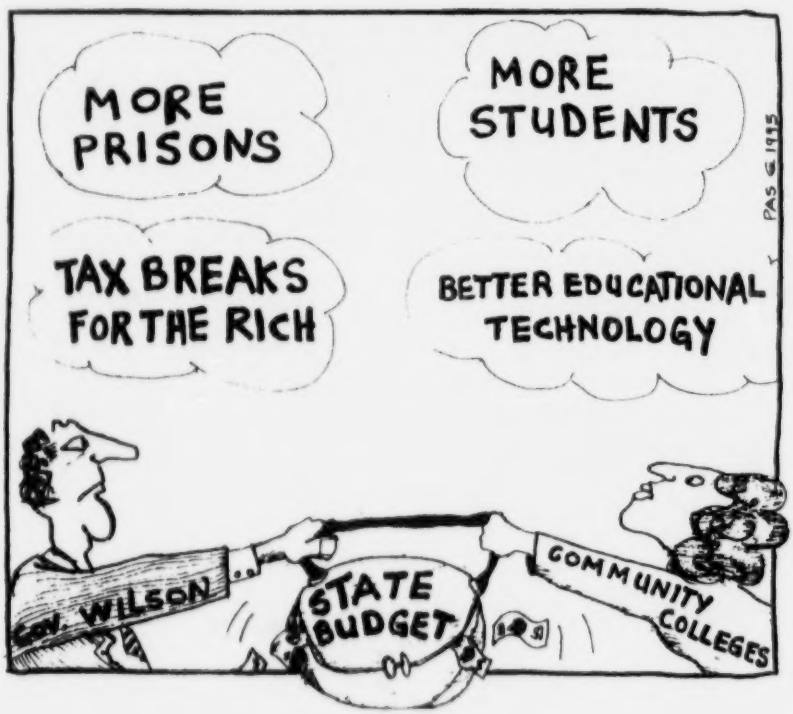
Assemblymember Denise Ducheny has created a new teacher retirement plan that benefits part-time faculty. **AB 1298, (Denise Ducheny, D-San Diego)** was signed into law in early October.

In 1991, the federal government required that all part-time personnel be covered by either Social Security or an alternative plan. Ducheny's bill creates an alternative under the State Teachers' Retirement System.

Specific benefits under the new optional Cash Balance Plan, effective July, 1, 1996, include immediate vesting; a low four percent contribu-

Please see Legislation, page 26

View from the Trenches



Paul-Andre Schabracq

Win some Lose some

"The Realities and Challenges Facing the California Community Colleges"

FACCC
1996 Conference
Sacramento

To register for the 1996 FACCC conference, return this form with payment no later than Feb. 5, 1996. Send to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814 (phone 916-447-8555 or fax 916-447-0726)

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Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Total Amount Enclosed: $ _____ Method of Payment: Check Enclosed Visa/MC

Card # _____ Expiration Date: _____

Signature:

- ❑ Full 3-day conference registration (registration, materials, breakfasts, lunches, and receptions) $200
- ❑ Thursday, February 22 only (registration, materials, workshop, and reception) $50
  - Choose Thursday workshop (1st and 2nd choices): ❑ Vocational Education Issues ❑ NonCredit Issues
  - ❑ Retirees "1st Annual Meeting" ❑ Shared Governance Revisited/Working With Student Government
  - ❑ Affirmative Action ❑ Distance Learning/Technology ❑ Getting Access to Information
- ❑ Friday, February 23 only (registration, materials, breakfast, lunch, and reception) $110
- ❑ Saturday, February 24 only (registration, materials, breakfast, lunch, and reception) $110
- ❑ Friday Lunch Only: keynote speaker: Kathleen Connell, State Controller $25
- ❑ Saturday Lunch Only: invited speaker: Lt. Gov. Gray Davis $25

Students: ❑ Thursday only: $15 ❑ Friday only: $45 ❑ Saturday only: $30

Where to Stay for the 1996 FACCC Conference:

FACCC has arranged special discount accommodations at the Capitol Plaza Holiday Inn, where the 1996 conference is being held. The Holiday Inn is downtown, within walking distance to the Capitol, two blocks from Old Sacramento, and just 1/2 block from the new Downtown Plaza shopping center. The special FACCC conference rate, for either single or double occupancy, is $86 per night. (Accommodations are not included in the cost of conference registration.) Hotel parking for overnight guests is free. Parking for day attendees will be $6.15 from 8am to 6pm, and $1.25 each hour thereafter. To reserve your room, call the hotel reservations number, (916) 446-0100, as soon as possible.

Are you a FACCC member? _____ **A FACCC council member?** _____

Do you have any special needs? (e.g. vegetarian, wheelchair access, etc?) Please specify _____

Faculty Focus

Community college counselors are the heart and soul of the CCC system, said Joe Kuwabara, a counselor at Chabot College for the past 23 years and a FACCC Board of Governors member.

Counselors help students figure out where they want to go in life.

"We encourage people," Joe said. "We motivate people...It's kinda neat working with people's hopes and dreams for the future."

Joseph Kuwabara

And they do much more. Not many faculty members, administrators, or students realize that college counselors have training in clinical psychology, he said. So aside from academic and career counseling, these faculty members also help students deal with personal problems that affect their academic lives. But counselors don't advertise their expertise because they don't want to scare off people.

The community college founders were wise to provide such a high level of service to students, Joe said. "Where else in our society can you see a clinical psychologist for free?"

Joe has a background in educational psychology, with experience as a psychometrist at CSU Hayward, giving personality and intelligence tests. Professionally, he's been a mover and shaker, serving for 11 years as chief contract negotiator for the Chabot-Las Positas Faculty Association, serving as the association president, and as an executive board member for 13 years. He is a past president of the California Community College Counselors Association, and an executive board member for eight years. He also is a former vice president for the Bay Faculty Association.

Joe's wife, Naomi, works for the city of Hayward. His daughter, Julie, 18, attends UC Santa Barbara and Jenny, 17, is a senior at Moreau High School.

He said he loves his job because he's had the opportunity to work with "fantastic people, both students and colleagues."

Joe emphasized that counseling isn't just about talking with students.

"You have to build trust," he said, "They're not going to talk about their hopes and dreams if they don't trust you."

But trends in group counseling and using paraprofessionals and faculty advisers instead of clinical psychologists is driving down the quality of counseling, Joe said. Faculty advisers are excellent for giving advice about their individual disciplines, but they don't have the skills to counsel students in other matters. And group counseling is not as effective.

"Group counseling is an oxymoron. It's a good way to get information ...the administration likes it because one counselor sees more students, but you're not giving

Please see Kuwabara, page 26

Your New FACCC Board of Governors Members

Mary Ann Newport, MiraCosta College

Mary Ann is a nurse who has taught at MiraCosta for 20 years. She has been a FACCC member since 1980.

A native of Shoah's Gap, Tennessee, she holds a bachelor's degree in Nursing from Pepperdine University and a master's from CSU Los Angeles.

Mary Ann is married to Jim Newport, USMC, Retired, and has two children: Rex, a community college student who is studying to become a teacher, and Rachel, a graduate of USC. Mary Ann's hobbies include reading, cooking, and gardening. She said she was born to teach and that seeing her students learn is the greatest experience "of all time."

Chaumonde Porterfield-Pyatt, College of the Sequoias

Chaumonde has been at her campus since 1980, teaching piano, organ, and music appreciation. She is the Legislative Advocacy Representative for the Music Association of California Community Colleges.

Chaumonde is also the organist for the Tulare County Symphony. While in college, she had the privilege to perform with Igor Stravinsky and Aaron Copland with the San Francisco Symphony. She holds a bachelor's degree in Music and Human Relations/ Organizational Behavior, a master's in Education Administration, and has 1.5 years toward her Ed.D at USC.

She is married to Melvin Pyatt. They have four children.

Lois Yamakoshi, Los Medanos College

Lois is serving the remainder of Marjorie Lasky's term on the board, ending June 1996. A math instructor, she is a past president for the local Academic Senate and is chair of the curriculum committee.

She holds a B.S. in Math from Pepperdine University, and a master's from CSU Northridge. Lois, a longtime FACCC member, is also active on the Academic Senate Council, in her district's technology planning committee, and in her campus' evaluation, hiring, and scholarship committees.

A die-hard Beatles fan, Lois looks forward to meeting Paul McCartney in January at his new Liverpool performing arts school.

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ABANDONED VISION

Testing the American Dream at City College

If truth be known, few institutions can recite a more checkered history than higher education. What else began in "sophistry," cheered the Inquisition, fought Galileo, greeted democracy with derision and Hitler with applause?

The dirty little secret is that higher education in service to the upper class has done its work in ugly ways. This fact goes unmentioned in the political fundamentalism of Dinesh D'Souza and Roger Kimball, advocates of an ethnic cleansing of the elite college campuses.

The grievance that these men advance is that of a talented elite shouldered out of student slots in prestigious institutions by — well, by dark-skinned people chosen to "balance" a student body. In one of their few overt displays of tact, they keep the term "inferiors" out of their discourse, but it is a word that would fit there comfortably.

The book under review here, *City on a Hill: Testing the American Dream at City College*, could serve those arguments in a tangential way. It is James Traub's rise-and-fall study of America's first great experiment in public higher education, City College of New York. Traub stresses "the fall," telling biographies that confirm his thesis: college is simply not the place for poorly prepared people, especially those lacking in strong familial support. It is a view that assures the book of a long afterlife in the bibliographies of some unpleasant works.

Though we don't learn it from Traub, the most surprising feature of City's history is that is appeared when it did. The basic purpose of college in 1847 remained what it had been in 1590, when a character in a Christopher Marlowe play observed that some "fetched their gentry not from heraldry," but rather from a university degree. Advanced education added rungs to a middle-class ladder, and could promise to sand down bumpkins into social smoothies.

But, whatever the advantage this instrument of social scaling provided individuals, it seemed to offer little benefit to the taxpayer. An attempt a few decades earlier to subsidize Cornell had ignited a firestorm of oratory in the New York legislature.

Nor were careers yet dependent on formal training. Most physicians and lawyers acquired their credentials by apprenticeships of short duration. Only divines in a handful of denominations were expected to have a degree to hang on their wall.

And the disinterested pursuit of knowledge seemed all but unrelated to higher education. "Ignorance wanders unmolested at our colleges," lamented Connecticut's John Turnbell, adding: "and after four years lying there, no one is ever refused the honors of a degree on account of dullness or insufficiency."

So rarely did public support trickle onto New York campuses, that careers were established by those who secured it. Eliphalet Nott held the presidency of Union College from 1804 to 1866, retiring finally at age 93. Nott had convinced the same legislature that denied Cornell to introduce state-sponsored gambling a "literature lottery," from which Union was partially funded.

So the achievement of Townsend Harris was more impressive than Traub lets on. It was he that convinced the New York City Board of Education to "establish a Free College or Academy."

Harris' language swooped and glided expansively: "Open the doors to all," and again: "Let the children of the rich and the poor take their seats together, and know no distinction save that of industry, good conduct and intellect."

Alas, the early College's deeds proved somewhat more leaden than Harris' winged words. City's doors shut out far more than they admitted. Entrance exams blocked those unable to decode Latin or English, while the rich sent their kids to Columbia in the city of Princeton across the Hudson. It was the sons of skilled workers and lesser merchants who crowded City's lecture halls, though even that counts as a remarkable record for the 19th century.

Yet far more extraordinary things lay in wait. Added to the enrollments swelling with third generation Irish and Germans came the sons of newly arrived Russian Jews, already present in some numbers by 1900. The academic success of the latter would elevate City to fabled stature. Traub respectfully cites the College's mythologizing graduates: Alfred Kazin, Sidney Hook, Irving Howe and Irving Kristol. Though they quarreled with each other unforgivingly, together these men helped shape the nation's humanistic and political theorizing into the 1970s. And each reserved a chapter in his memoirs for City College.

Here, after all, was a public college in the anti-Semitic '20s and '30s that denied seats to some Anglos while admitting a student body, 40 percent of which came from welfare and 80 percent from immigrant homes. The memo-

By John McFarland

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rialists most remember City students as passionately leftist, caught up in a sirocco of advanced ideas, and overwhelmingly Jewish.

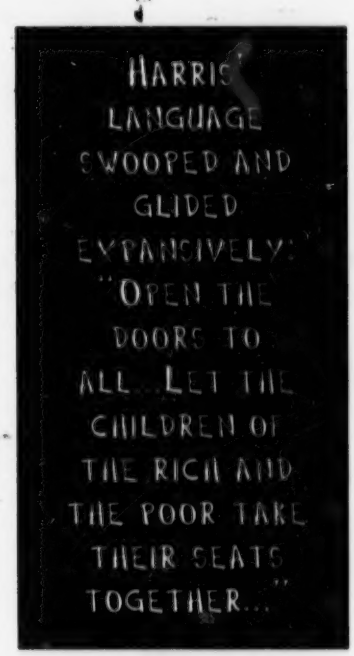
Amazingly, it was badly run. "Most of the teaching was mediocre," remembers Irving Howe. The faculty was assigned 15 or 18 hours teaching across lower and upper division, while department chairs were awarded as plums by the hacks on the board. Neither the president, a vacuous Anglo who talked like Newt Gingrich, nor the library he habitually underfunded, were up to the task.

But the student body most surely was. This gloriously shabby immigrant college of 8,000 students graduated more Ph.Ds in the years between 1920 and 1970 than any other campus save Berkeley, and its Nobel winners were exceeded only by Harvard's.

Quite simply, there is nothing else remotely like "the golden age" of City College in the history of higher education. And in that fact lies Traub's problem. He finds the City of today to be only on a hill, a dwarf against such Alpine memories.

Further, there is a villain to the piece. With the clipped assurance of an L.A. cop in testimony, Traub offers a clear idea of who the *perp* is: an open admissions policy installed by mazy liberals after the riots of the late 60s. Before that seismic policy, admissions were rigorous, students were prepared and the college's success was assured.

As Traub sees it, open admissions forged a "silent contract of fraud" that harmed far more than it hurt. It let in those without skills and supportive homes and simply left them to failure.


HARRIS' LANGUAGE SWOOPED AND GLIDED EXPANSIVELY: "OPEN THE DOORS TO ALL. LET THE CHILDREN OF THE RICH AND THE POOR TAKE THEIR SEATS TOGETHER..."

It also imposed new disciplines on the campus. To accommodate the new entrants, City created ethnic studies programs and foisted Leonard Jeffries on the public. A Black Studies professor notorious for attributing the slave trade to Rhode Island Jews and for crediting black personality advantages to a substance called melanin, Jeffries has become a fright object on New York TV.

Traub can do no more with this troubling subject than the rest of the media, but his descent into Jeffriesmania can stand for his work's main weakness.

The weakness is apparent in the core of his book, which dilates on the victimhood of open admissions students. Admitted simultaneously into skills remediation and a small sample of specially designed humanities courses, they have trouble with both. Their time commandeered by family, occupation and lovers, their poverty a set of snares both great and small, they live lives of daily heroisms and dashed dreams.

In Traub's hands, this becomes a kind of theater, to which he adds chants like those of a Greek chorus, reminders of how likely will be the visit of failure for such people. Open admissions, in his vision, rivals Cormac McCarthy's "regions beyond right knowing, where the eye wanders and the lip jerks and drools."

To be sure, Traub relieves this threnody with an exemplum. City's highly regarded school of engineers draws talented immigrants, since the occupation lacks cache among native born Americans. But entrance requirements to the program exclude the poorly prepared, and City's provost explains that "deep math remediation will not produce a scientist or an engineer."

This news quite clearly pleases Traub, perhaps because today's rigorous math requirements replicate the language tests of yesteryear; further, because the sun still shines on at least part of a campus generally socked in by open admissions.

Later, however, comes more disturbing good news, a thesis-maiming chapter on the Humanities Department. There we will see seminars of undergraduates very capably discussing Wittgenstein and what Traub, a bit revealingly, calls the "impenetrable authors" — i.e., "Benjamin, Bakhtin, Popp, Barthes, Derrida, Lucan."

By now the discerning reader will begin to observe how often sections of the book wage covert war on others. Much of the collateral damage in this silent combat is done to the charges against open admissions.

At the end, there is nothing standing that supports the impression marketed by Traub's angstified middle chapters and paraphrased by a convinced reviewer in the *New York Times:* "By drastically lowering its admissions requirements, City College was simply surrendering to mediocrity — and everybody knew it."

Yet, if we are to go by Traub's own descriptions, City's teachers are the best the colleges has ever employed. They care for their students, never more than in the courses set aside for open admissions students. Yet they insist on maintaining standards, another fact reported against the direction Traub would take us.

We note as well that his lively reportage has the effect of mistaking the head for the beer. Traub budgets 42 pages (and 19 lines in his index) to Leonard Jeffries, but only 28 pages combined on the successful but less exotic Engineering and Humanities programs. In his book, as in some corporations, the nice guys work in the mailroom.

And sometimes things don't get stressed at all. Traub hardly mentions the second reform that accompanied open admissions: a fees structure that has now reached $5,000 a year for full-time students. Yet page after page of his biographies reveals how the fees impose work obligations and loans that press down upon and demoralize students. Some will complete a remedial course, yet drop out because they cannot afford the next in the sequence. Their departure

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continued from previous page

is taken as their — not the institution's — failure.

And nowhere will a reader find in Traub that 40 percent of City's enrollees (including roughly 20 percent of the open admissions students) earn a degree within eight years. That compares favorably with Berkeley's record of less than 60 percent within six years. Berkeley, after all, takes students averaging 3.8 GPAs, from an average family income higher than that of Stanford.

We have here an argument come easily off its hinges. City never educated the sherry-and biscuit set, and should not be measured by those that have. Its mission is the more dicey one of serving those summoned by the language on the Statue of Liberty. For somewhat over half a century, it ministered inadequately to an immigrant group more than capable of making up for their deficiencies. Today it works more professionally, and Traub would have us believe with less effect. Yet his reportage reveals greater gains than he acknowledges, and ignores entirely yet more.

We can all supply standards by which to measure such accomplishment, but some will find more valuable the work of a college on a hill in Harlem than that of the Ivy League Columbia University, occupying its own hill some twenty blocks to the south.

John McFarland is a history instructor and past president of the Academic Senate at Sierra College.

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to visit our World Wide Web site at http://www.faccc.org and find out the latest news about FACCC and legislation in Sacramento. Plus, join the new Part-Time Faculty list-serve, for stimulating discussion of part-time concerns. Full-time faculty are welcome.

Send us your e-mail address at faccc@aol.com so that we may easily keep in touch with you.

And remember to change the FACCC Legislative Hotline number on your official FACCC membership card to (916) 554-3512.

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Through the Looking Glass

Sustaining the Vision through Self-Evaluation

By Deborah Sweitzer

John Peterson is the Executive Director of the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This is a non-governmental agency responsible for the community college "peer review" process used to validate the effectiveness of our colleges. The WASC region is unique because it has so many faculty members participating. Community college faculty serve on accreditation teams in our region more than in any other. In addition, there are only five community college faculty members in the nation who serve on accrediting commissions. They're all in the WASC region.

John Peterson is an unabashed advocate of community colleges, having come to his position at the Accreditation Commission via a biology faculty position at Skyline College. He then served as president at both Skyline and Cabrillo colleges. He is also a strong advocate for the accreditation process. "The U.S. model of self-evaluation accreditation is now being practiced throughout the world," he said. "Accreditation is an indication to the public that the institution meets or exceeds the standards for good practice; that it is doing the work of its stated mission and achieving its goals. It is the basis of building institutional trust in the communities we serve."

The following is excerpted from a conversation with John Peterson.

FACCCTS: **What is the "official" purpose of accreditation?**

JP: First, it is the basis for institutions to recognize certificates and degrees from other institutions. Accreditation says that credit received at accredited institutions are comparable and meet basic standards. In fact, the U.S. model is unique since it comes with credit attached and provides for mobility of students among public systems. For example, San Francisco State probably has to deal with 300 different institutions for people applying for admission. What a headache if each institution had to verify the validity of each applicant. Accreditation does that for the institutions...Equally important, it is a periodic review of an institution to foster improvement. The self-study provides the institution with the opportunity to identify areas that need improvement and to self-direct that development.

FACCCTS: **What effect does accreditation have on an institution, really?**

JP: In the presence of goodwill, accreditation is an extremely powerful process. Efforts directed toward the self-study produce substantial results, when undertaken in good faith and with goodwill. The opposite is equally true — careless or cynical approaches produce bad results. Accreditation is an excuse to take an intimate look at an institution. Of course, no institution is perfect. Accreditation allows for the identification of problems, from the inside, provides a means for assessment of those problems and for addressing them. In some cases the self-study serves as the impetus for working on problems, and solutions are found before the visiting team even arrives at the site.

Faculty are an integral part of this process and can help shape the destiny of their colleges by their participation. Accreditation can be the catalyst for good governance, since it sets up the parameters for shared responsibility in evaluating the college. I strongly believe that participation in accreditation is the most collegial activity that any member of the community college system can engage in. The self-study, in the hands of committed people, can offer a genuine opportunity for evolution of a college. Faculty should take advantage of the opportunity to become involved at the local level. In particular, faculty can be instrumental in designing surveys of staff and students to generate new, useful, information related to the institution.

FACCCTS: **How do you see accreditation changing in the future?**

JP: I have some hope that the accreditation reports will become public information, a tool to truly inform the community about the effectiveness of their local colleges. There is some resistance to this idea from private institutions, that view such a provision as "intrusive" to their independence. The problem will be how to go more public. Having the commission make a public statement — that the institution meets the minimum standards (or doesn't in specific areas) and has affirmed issues for improvement — would be useful.

Accountability in public education is swinging toward requiring outcome measurements as one way to demonstrate to the public that we are doing our jobs. Accreditation standards initially dealt with resources and institutional processes. The current standards deal also with outcomes. Accreditation in the future will evaluate how well we use resources and the results of teaching and learning.

On a more local level, we are in the process of revising our handbook and the standards of evaluation. We are struggling with including new forms of educational delivery — primarily distance education. For example, to what extent, if any, are the principles associated with traditional learning environments effective in determining good practice in electronic learning? Since California is looking forward to 500,000 new community college students in 10 years, with little hope of funding to build more college campuses, we have to anticipate the need for new delivery

Please see Accreditation, page 26

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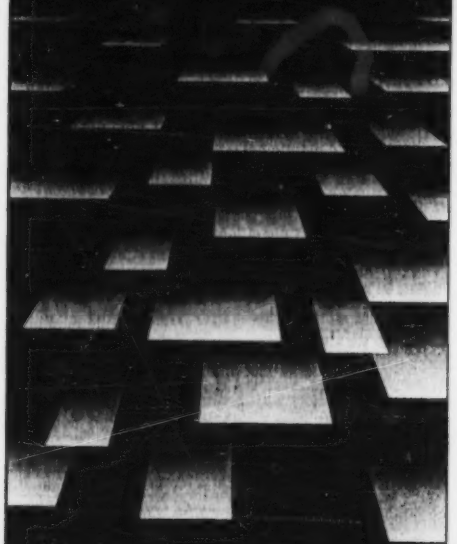

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DOUBLE VISION

By Cy Gulassa

***"I have multiplied visions, and used similitudes."* — Hosea xii. 10**

It would be myopic of faculty not to realize that a double vision of the future of schools and colleges exist, one framed by idealistic, generally liberal faculty, another by a group of equally idealistic conservatives, motivated by fundamentalism.

The faculty vision is vintage utopia — a gold campus on a hill glittering with social justice and academic perfection. Its doors are open to the world, and every interior component from the district council to the individual janitor is a joint enterprise devoted to student success. Trustees, management, unions, senates and staff share collaboratively in decision-making premised on the overarching welfare of the entire district. Programs, groomed through constant faculty review, provide roads to economic and civic redemption, and electronic blackboards web the message throughout the world. And of course, the whole system is powered by the steady and generous contributions of the state and local communities. Fragments of this dream, expressed with more modest hyperbole, dwell in statements made at last September's faculty Vision Conference.

It may be instructive to look at the opposite end of the spectrum, to the fundamentalist legislator's vision of K-12 education. Tied as we are to K-12 by the umbilical cord of Prop 98, and governed by many of the same laws that a conservative legislature can easily alter, we too may be affected by the growing might of the religious right.

Their vision is that of a tightly seamed institution with a sharply defined hierarchy, authority that flows from the top, and a curriculum that reflects Christian values and moral and ethical training. In this system, teachers are workers subject to random evaluation. And paid, in part, according to their skill in teaching students as measured by state-approved testing. The goal includes the abolition of tenure and the Ed Code, in effect ending collective bargaining, AB 1725, and rendering faculty associations powerless. It's the classic model wherein managers manage, teachers teach, and students learn with no-nonsense discipline demanded by officials at the top. An alarmist's view? Not according to many. Work is now underway to transform this liberal nightmare into a conservative dream. And where K-12 goes, so may go community colleges.

Protected by law, powerful state unions and skilled advocacy, it's easy for community college faculty to dismiss the fundamentalist vision as a hobgoblin, designed to boo the easily intimidated into good behavior. But who, a few years ago, would have predicted Republican control of Congress, the rout from state office next year of 35 legislators with more than 500 years combined experience, or that next year no member serving in the Assembly would have more than six years of service?

Changes are taking place that aggressively push the conservative agenda. While we image our perfect world, we must be conscious of the alien dreams of others.

First, it's important to realize that unlike the recent past, the dollar power of religious conservatives is growing and reaping great success. Senate Minority Leader Robert Hurtt (R-Garden Grove), according to California Common Cause, has just made the hall of fame by contributing $1.22 million of his personal money to conservative Republican candidates in 1993-94, the highest amount by any individual in state history. He ranked just behind California Teachers Association's $1.37 million! Think of that, the contributions of one businessman nearly eclipsing the PAC of 300,000 teachers. Further, the California Independent Business PAC, co-founded by Hurtt, ranked third highest contributor with $1.08 million out-contributing even the California Medical Association and trial lawyers.

If money is the "milk" of politics, conservatives will flex one of the best bodies "milk" can build. According to Democratic Senate President Pro Tem Bill Lockyer, Hurtt contributed to the campaigns of 27 of 40 GOP assemblymembers and seven of the 17 GOP senators between 1992 and 1995, most of them professed conservatives. Billed as the radical right's version of Willie Brown, he and his friends' $2.3 million PAC literally bought control of the Assembly. No wonder religious conservatives appropriately regard Hurtt as a sign that their cause is blessed.

Adding to the increasing clout of conservative money is the paradigm shift in politics from traditional party platforms to religious activism, a phenomenon accelerated by the creation of term limits. In "Term limits and cult politics," *(The Sacramento Bee*, Sept. 20, 1995), political commentator Peter Schrag argues that newly elected legislators "...tend increasingly to think of themselves as people with an ideological mission, bordering at times on religious zeal, and not as long-term representatives of a republic whose citizens have chosen them to exercise their own judgement."

"Our new legislators, Republicans mostly these days, act more like members of a cult than of a political party. If one has the correct belief, it is not necessary to learn the issues or have competent technical information; one already possesses as much of the truth as it is necessary to know."

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Another political reporter, Amy Chance, in "Christian conservatives hold firm grip on California GOP," (*The Sacramento Bee*, Sept. 29, 1995) points out that Rev. Lou Sheldon of the Traditional Values Coalition sees mega-millionaire Hurtt and his followers "as part of a movement of religious conservatives whose political activism is encouraged by such biblical passages as Jesus' words in Luke: 'Occupy till I come.' "

"Occupy means an occupation army; it's a heavy mandate," Sheldon said. "People are being set free from several decades of belief that they shouldn't be involved, that it wasn't Christian."

As a consequence, says Sheldon, religious conservatives interested in running for offices ranging from school board to the legislature are "just popping up all over like spring flowers."

What do these spring flowers envision for education? Take a close look at one of their most recent blossoms titled, ironically, the "Care for Kids Initiative." As is common nowadays with deceptive advertising, the title masks the intent, perhaps on the assumption that voters, religious or otherwise, will vote on the title, not the fine print.

Some religious conservatives see the world as a struggle between right and wrong, between family values and homosexuality, between right to work and labor unions. The "Care for Kids Initiative" reflects some of these views. More than two-thirds of it is a direct attack on teacher unions. A fundamental tenet seems to be that schools are possessed by contracts with the devil that need to be exorcised before kids can prosper. Some examples:

More than two-thirds of the initiative is a direct attack on teacher unions. A fundamental tenet seems to be that schools are possessed by contracts with the devil...

- Curricula shall include instruction in moral and ethical behavior and the values that define us as a nation.
- Teacher evaluators may observe instruction and examine any instructional plans, records, and materials without notice.
- A teacher evaluated as unsatisfactory shall be on probation for cause for one year, and if rated unsatisfactory, shall be dismissed at the end of that year without further proceedings.
- Placement on probationary status for cause shall constitute all necessary notification of pending dismissal.
- Evaluation proceedings shall not be restricted by employee union contracts.
- The full cost of any legal challenge to a dismissal shall be born by the losing party.
- Fifteen percent of salary shall be based on merit evaluations, including the performances of the teacher's students.
- The state offices of the Superintendent of Education shall be abolished and all powers transferred to a cabinet level officer appointed by the governor.
- No school resources can be used to operate employee associations or unions, including collection of dues and reassignment of time.
- No employee can be required to pay dues or fees to any employee organization as a condition of employment.

These new laws will take effect on the expiration of existing union contracts, in any case no later than three years.

The strident voice of the extreme religious right is disquieting. When the National Education Association recently passed a resolution supporting Lesbian and Gay History Month, Concerned Women for America (CWA), a 600,000-member national organization, placed an ad in *The Sacramento Bee* calling the NEA resolution a "threat to morality and decency," for honoring those "who historically prey on the innocence of minors." CWA has achieved notoriety for its attempted censorship of *The Three Bears* (because crime is not punished) and *The Wizard of Oz* (because no witch is a good witch). President Beverly LaHaye wrote in *USA Today* that "Politicians who do not use the Bible to guide their public and private lives do not belong in office."

If misery loves company, faculty unions can take comfort in the fact that the general outlook for all labor is dismal. In "Looking for the Union Label," (*California Journal*, October 1995), Laureen Lazarovici writes that in 1951, 40.8 percent of California workers belonged to labor union, but by 1989, the percentage dropped to 19.1. According to her, Assemblyman Wally Knox (D-Los Angeles), the Assembly Labor and Employment Committee chair, has admitted: "Labor protections, including ones that began almost 90 years ago, find themselves under attack this year. It's no longer about trimming the perceived excesses of a progressive agenda." Others disagree, including millionaire conservative Senator Hurtt who argues that "Republicans are trying to get things back to balance."

What that "balance" means for community colleges is yet to be determined. For certain, we are not perfect. Top leaders in Sacramento need to demonstrate goodwill and create a constructive tone that encourages us to change from within, according to our pragmatic vision. Engines like shared governance, program review, standards, equity, tenure, grievance and due process need care and maintenance, not dismantling by the righteous.

Some hope that religious conservatives will overreach their grasp and cause a liberal revolt. Perhaps. But in the meantime, the anointed and enlightened among them are busy painting fundamentalist visions on the ceilings of our most cherished institutions.

Cy Gulassa teaches English at De Anza College and is a member of the FACCC Board of Governors.

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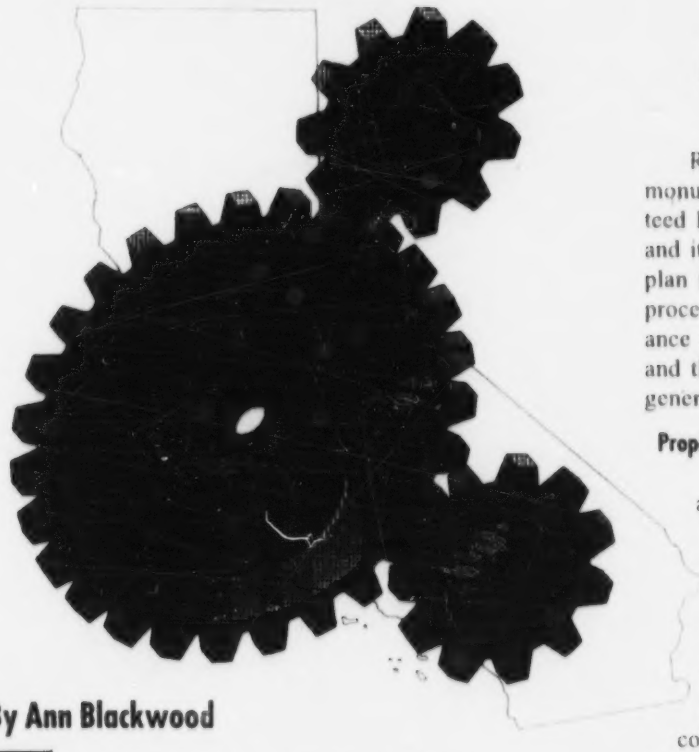
Re: Vision



The Constitutional Revision Commission wants to take the Proposition 98 funding guarantee away from community colleges.

Are we going to let them?

By Ann Blackwood

The Constitutional Revision Commission recently made an alarming proposal: to remove the community colleges from the provisions of the Proposition 98 guarantee.

Ostensibly, the purpose is to free a portion of the state budget, but for the colleges it would mean the loss of guaranteed funding. The commission will likely sponsor bills in January and February that will propose its recommendations.

In recent years, California has experienced the worst economic downturn since the Great Depression, resulting in intense battles over funding for most government programs. Education funding has been no exception to this, causing some people outside of K-14 to argue that mandated funding requirements, such as Prop 98, have tied the hands of government officials who would prefer to have more flexibility in budgeting.

The colleges are not the only ones targeted. The committee, created by legislation in 1993 to address state and local governance, has made extensive recommendations regarding the operation of almost every institution of state government. The commission is made up of a governor and legislature-appointed mix of elected officials, and public and private leaders from academia and business.

Removing the colleges from the Prop 98 guarantee has monumental implications: loss of a constitutionally guaranteed level of funding, loss of funding allegiance with K-12 and its voter base, and a defacto revision of the state master plan for higher education. Also, any proposed funding process could not refer to pre-Prop 98 formulas for guidance since Proposition 13 changed the local tax structures, and the advent of program-based funding has altered general fund distribution to districts.

Proposition 98

In 1988, California voters approved a constitutional amendment to provide stable and predictable funding to K-14 through a minimum guarantee for schools and colleges combined. The voters' intent was to remove public K-14 education from political battles in the budget process.

But Prop 98 is far from perfect. One of its failings is that it didn't outline specific portions for schools and colleges. This has been a problem, as community colleges and K-12 groups have had to battle over funding levels for the past few years. An agreement was made in 1989 to establish a base calculation that gave about 11 percent of Prop 98 money to community colleges. This statutory split has been suspended for several years.

Competitive Playing Field

If the community colleges are no longer included in the minimum funding guarantee, they will compete with the University of California and California State University for money. And public higher education will compete with all other state programs, including prisons, and health and welfare. Voters appear also to have switched their priorities to the penal system, at least for now. As the "Three Strikes and You're Out" legislation leeches off the amount of money available to all public education, competition will grow even more fierce. And it will continue to increase, even if the state sees constant, modest economic growth.

Matching Revenues to Services

One of the guiding principles of the Constitutional Revision Commission is the concept of matching appropriate sources of revenue to services. A fundamental question the commission must answer is, "Are community colleges a state or local service?" and "What agency is going to fund this service?" These questions have been answered differ-

ently over time, resulting in a hybrid of funding sources. This funding has shifted since the colleges' inception.

A Brief History of Community College Finance

Community colleges and their funding have always been linked in some way with K-12 school districts. Our modern network of college districts is rooted in adult education schools dating back to 1856. Beginning in 1917, high school districts of a certain size were permitted to establish junior colleges. Fifteen dollars per unit of average daily attendance (ADA) was apportioned to junior colleges, and ADA was computed in the same manner for high schools.

As the system of community colleges expanded to accommodate population growth following World War II, college and school districts originally received much of their funding from property taxes. Because they were independent local governments, they could levy taxes to fund their operations.

This changed in 1978 when growing taxpayer frustration culminated with the passage of Proposition 13, the constitutional amendment which limited increases in property taxes, and imposed a two-thirds vote requirement for local governments to impose new taxes.

This slashed the amount of property tax revenue available for local government operations, including college districts. State coffers were at an unprecedented high, so the political pressure was on for the legislature to solve the local funding problem. With only days to go before Proposition 13 became effective, the legislature met immediately following the passage of the amendment and crafted a series of state block grants to "bail out" the local governments. At this point, the state became a much larger figure in the financing of colleges and schools.

Prior to the passage of Proposition 13, the colleges received about 55 percent of their funding from local property taxes. Once the local funding share was no longer established by the districts, the portion of property tax funding dropped below 30 percent.

In 1979, a fixed level of "base funding" was established with an allowance to equalize funding per ADA for districts which had varying levels of property taxes when Prop 13 was enacted.

Then in 1981, a growth cap was mandated to limit the amount of ADA funded by the state. In 1984, student enrollment fees were imposed for the first time. Fees did not increase funding, but instead served to buffer a reduction in property tax money.

Prop 98 went into effect during the 1988-89 fiscal year. It determines funding according to many factors, including base funding received in 1986-87, state general fund revenues, per capital personal income, and enrollment growth or decline.

In 1988, AB 1725, the community college reform legislation, was enacted. AB 1725 introduced the concept of program-based funding, which recognized not only the need for planning in educational institutions, but also that "full-time-equivalent-student" (FTES) was insufficient to determine a district's funding.

In 1991, program-based funding changes from AB 1725 began. A combination of FTES, headcount, and square footage are now used as funding measurements, rather than average daily attendance. So while the aggregate amount of money received by the community colleges is determined constitutionally by Proposition 98, the governor, and the legislature, the actual distribution to individual districts continues to depend on regulatory mechanisms and historical differences.

The colleges should fight to keep the Prop 98 guarantee... while not perfect, it provides some degree of funding stability.

Where Do We Go from Here?

Given this confusing history, are colleges a state or local service? Because of Prop 13, nearly all college funding decisions are made at the state level. The commission has said it believes higher education is clearly a state service. But the community colleges are governed through a combined state and local structure. There is a statewide Chancellor's Office, and local college district governed by elected lay boards. While local boards make some policy decisions, funding comes primarily from the state, and local boards don't have reasonable ability to raise revenue on their own.

In addition to its recommendation to remove community colleges from the Prop 98 funding guarantee, the commission has asserted that K-12 school districts should have additional authority to raise money. The colleges should also have this opportunity.

The commission's positions on the colleges are challenging to figure out from its documents, which discuss the Prop 98 revision only in reference to K-12 schools. This ambiguity is disconcerting, since it appears the commission has not fully analyzed the potential impact of the proposals on community colleges. Many questions remain, including how the colleges would be funded if they are removed from the Prop 98 guarantee.

The commission intends for the recommendations to be a broad sketch that will be more narrowly outlined when legislation is introduced in January. In the meantime, public hearings are scheduled through Dec. 7.

FACCC board members are voicing faculty concerns at these meetings, and have been the first to present the community college perspective to the commission. The colleges should fight to keep the Prop 98 guarantee because, while not perfect, it provides some degree of funding stability.

For more information, contact FACCC or browse the commission's home page at http://library.ca.gov/california/ccrc/main.html.

Ann Blackwood is FACCC's policy analyst.

Accreditation *continued from page 20*

systems and be prepared to evaluate their effectiveness, too.

***FACCCTS:* Any final thoughts for us?**

JP: It seems that higher education is increasingly becoming identified as a privilege of the wealthy. We in the community colleges have to be prepared to develop alternative ways to enable people to become educated. Distance learning could well be the answer for those who cannot attend a school, but who are motivated to improve their position in life through education. I am aware that some educators have a neo-Luddite approach to this issue, but the opportunity to direct the development of an emerging educational system — which is what distance education has the potential to become — is rare, and faculty should play a formative role in its development, not ignore the opportunity.

Community colleges have the hardest job in higher education, and arguably do the best work with the least amount of resources. We have maintained the vision of accessible education for everyone, and we continue to fight to convince others, notably the governor and the legislature, to sustain this vision. Community colleges are concerned about the cultural, economic, and social health of their communities. Community college faculty are like a bunch of missionaries — you've got to love them.

Kuwabara *continued from page 15*

counseling."

The underlying reason is to save money, Joe said. In the Chabot-Las Positas District, several counseling positions have remained vacant.

One of the positive things happening with counselors over the years is they've become more active and vocal at the state level, Joe said. "4CA is becoming more involved in Sacramento, and Janis Perry [state Academic Senate president] is a counselor from Rancho Santiago College. We need that."

It's becoming more important, Joe said, because California's future depends on the community colleges.

"FACCC plays a large role," he said. "It works solely for the community college faculty."

He's optimistic about the future. "If the economy of California turns around, with the hard work of FACCC and lobbying the legislature, [CCs and higher education] will finally come back in the limelight."

Joe's term on the board expires this academic year. His plans for life after FACCC are to continue working, but also to spend time working on his golf game, tennis, and basketball.

He laughed when he recalled a recent basketball game with some students. One asked how old he is.

When he replied, "I'm 47 years old," the student said "How can you do this? You're older than my dad! When I'm 47, I'm going to be sitting in a rocking chair."

There's no chance Joe Kuwabara will be sitting in a rocking chair anytime soon.

Legislation *continued from page 13*

tion rate for the employee and employer; employees can receive benefits as early as age 55, rather than 62; an option of a lifetime annuity in lieu of a lump-sum benefit; and disability and survivor benefits payable in a lump sum or as an annuity. The plan is also portable across all community college districts in California, and will not impact part-time faculty currently covered under STRS. The retirement plan must be negotiated with the district.

AB 1122 (Cannella-D) STRS: Part-Time Faculty Calculations — Gov. Pete Wilson signed into law this FACCC-sponsored bill which, effective Jan. 1, creates criteria so the teaching load of part-time faculty will be accurately calculated for determining service credits accrued from teaching in more than one district.

AB 810 (Doris Allen, R-Cypress), the part-time faculty health benefits bill, has been granted reconsideration. The FACCC cosponsored bill failed in the Assembly Appropriations Committee, 9-2, but was granted reconsideration as a two-year bill.

The bill would provide optional health benefits for community college part-time faculty who teach a cumulative full-time teaching assignment at two or more districts. To be eligible for health benefits, part-time faculty must have been employed in the district for a least a year and currently receive no health benefits through other sources (i.e. spouse, employment, etc.).

SB 450 (Hilda Solis, D-El Monte), signed into law by Gov. Pete Wilson, directs the state Chancellor's Office to convene a committee to develop a **common course numbering** system.

FACCC amendments to the bill make its implementation optional for the districts, even though the chancellor is required to report to the legislature on its progress. FACCC and other faculty organizations have been concerned that SB 450 did not adequately address articulation and course content issues.

AB 839 (Ducheny, D-San Diego) Adult Education — the governor vetoed this bill, which would have designated a process for resolving conflicts between K-12 and community college districts when there is disagreement over which campus(es) can best serve the area's adult education needs. Even though FACCC and the governor's office worked closely on this bill throughout the whole process, the governor vetoed it, sending a clear message he is against a state solution to this problem. Last year's bill (AB 1056 - Alpert) was also vetoed by the governor.

AB 1543 (McPherson-R) Future Year Property Tax Shortfalls — Protects community colleges from future shortfalls in property tax monies, similar to the funding protections provided K-12 schools.

Status: Senate Appropriations (2-Year Bill).

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VISIONS
of the California Community Colleges

By Assemblymember John Vasconcellos

It's just like FACCC to do a whole journal featuring "vision."

For the past decade, FACCC has been the singlemost compelling actor in the advancement of California's community colleges into the present.

Vision is the singlemost compelling factor in advancing California's community colleges into the 21st Century.

As long ago as the Old Testament, we recognized that "Without a vision, the people perish."

California, our community colleges, all our higher education, are in dire peril, for lack of a faithful inspiring vision to lead us through these times of pervasive, relentless change, raging chaos, disintegration of all old forms.

To turn around our state and our higher education, we must develop a shared vision, shared commitment to its realization, collaborative strategy for its realization.

Vision comes in two dimensions: 1) The vision of our goal, where we hope to get ourselves; 2) The visions which inform our efforts, determine the means we choose to reach our goal. Altogether, we must envision new visions with respect to: 1) The future of California. 2) The character of community. 3) Our own human nature. 4) The meaning of education. 5) The centrality of learning. And, 6) Our own responsibility.

What's our vision for the future of California? We must recognize California as 'the human frontier,' the place where humans most often first explore the future, experiment with new ways of being, seek to advance the human endeavor, improve the human condition.

We must recognize California's primary challenge is to realize the promise of our multicultural democracy with gender equity. We'll soon become a no-more-majority state, and must incorporate, develop the talent of all our people.

Recognize how far we're from that, we're a troubled state: fiscally verging on bankruptcy, socially divided and disintegrating, economically besieged, politically self-destructive. Our visions can help us succeed.

What's our vision of community? During the 1930s, we enjoyed much community, but at the expense of individuality (only for North Beach poets). During the 1960s, we experienced liberation movements — women, black, brown, gay, gray and more — everybody being our own person, doing our own thing — all at the expense of community.

The 1990s must be a decade of rebuilding community (not of conformity) of diversity, as to race, gender, orientation.

What's our vision of human nature? Traditional models of human nature were negative, leading a woman discussing educational goals to assert, "When you realize children arrive in this world as monsters needing to be tamed, you know what means we must use!"

The contrary nontraditional vision was voiced by pioneering humanistic psychologist Carl Rogers: "After 60 years of psychology, I grow to believe we humans are innately inclined toward becoming constructive life-affirming, responsible, trustworthy."

This shift from negative to positive about, and within, ourselves is the most profound revolution we live today.

Pick your vision, it'll dictate your selection of means.

What's our vision of education? Traditional models of "education" were based on negative models of human nature: what passed for "education" was really "fixing," "training."

Now we're transforming our vision of ourselves. We must redesign education to fit its Latin root, "educare" — meaning (not 'to stuff in') but 'to call forth, draw out.'

Brazilian educator Paolo Friere *(Pedagogy of the Oppressed)* asserts that education is never neutral: it always serves to domesticate, or to liberate.

We educators must liberate the innate goodness of every Californian, inspire her/him to realize all their potential.

What's our vision of learning? Now that we're transforming our vision of ourselves, we realize "education" is a function more of "learning," than "teaching." My genius friend David Boulton posits every child is born a learner; if s/he's not one now, it's because s/he's been taught not to be. He believes learning is instinctual, as powerful as hunger, sexuality.

We must redesign the entirety of our educational operations, so they serve to inspire, evoke, empower our people, to become self-realizing productive persons.

What's our vision of our responsibility? Keeping with transforming our vision of human nature, we grow personally responsible for attending to our self-realization. That's incumbent upon any person claiming to be an educator, for (my educator father taught) "You can't give what you haven't got."

What others learn from us isn't a function of what we say to them, but how we are with them, what we model.

In summary, it's urgent each of us involved in operating California's community colleges commit ourselves, engage in converting our several visions to the faithful bias now.

When I completed this presentation to leaders at College of the Desert, President David George asked, "What do you want of us?" I responded "I want you to lead heroic lives." He, "Heroic?" I, "Heroic!" He answered, "I'm ready!"

Our situation's critical. Life's short. Let's encourage each other to become ever more ready to lead heroic lives — in pursuit of Californians becoming learners, California becoming a true community, becoming once again the world's beacon of hope and inspiration.

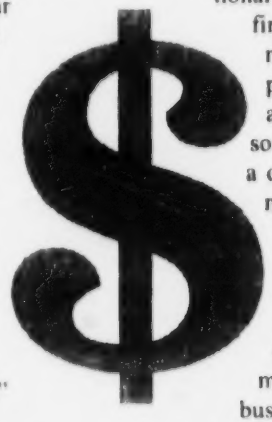
Assembly member John Vasconcellos (D-San Jose) is author of college reform bill AB 1725.

Writing for Dollars

By Kathy Crown

The cry for increased funding comes from all of us who are in California's underfinanced community colleges.

More and more of our students are arriving underprepared to profit from the educational opportunities our institutions offer. Innovations in technology and changing demographics are requiring constant instructional revisions and upgradings. As our communities' demands change, state financial support is shrinking. For those of us who wish to better serve our students, outside funding may be the only alternative for maintaining quality in our instructional programs. Almost all winning grant proposals include the following very important components: the innovative idea, the professional experience and expertise to complete the project, and the institutional commitment to support and continue the project after it's completed.



"I need money for my class! Get me money and then I'll find a way to spend it." We may all feel this way, but this is not the approach that a potential funding source will find worthy of funding. Writing a successful proposal requires time and planning. If you have that "really good" idea, do your homework. Take the time to spell out what you want to do in great detail as if time and money were no object. You can follow this almost universally-accepted format:

- What is the problem or need that your idea will address? (Think need.)
- What are the specific goals your project will tackle in the above need? (Think objectives.)
- What steps will you follow to achieve these objectives? (Think activities.)
- How long will each of these activities take and how do they relate and/or depend on each other? (Think timeline)
- How do you determine when your needs (objectives) have been met? (Think evaluation.)
- How much will all of this cost? (Think budget — include everything.)

This is your best-of-all-possible-worlds proposal! If you have been honest and thorough, you now know how expensive education can be. Now write a bare-bones proposal that will address your needs/problem within a more reasonable budget. Save both. As time-consuming as this all may seem, it must be done if you expect to obtain a grant. Now the hard part begins.

The second component to all winning proposals is professional experience. Don't panic. You and your fellow department members are the experts in your subject area on your campus. We often forget that. It's at this stage in your proposal development that you must be sure your project will fit into your department. Lone Rangers are not heroes in grant funding: they are disasters! With departmental support also comes assistance. You need it. Is your idea really innovative? Has someone else done it before? Check with colleagues on your campus and network with others in your field on other campuses. Get copies of funded projects in your field. Most people will gladly send you a copy of their funded proposal. Also ask how the project went. Learn from others' mistakes and avoid their problems.

The third component of winning proposals is institutional commitment and support. In reality, this is the first step in your project development. The idea may be yours, the major part of the work on the project may be yours, but funded grant proposals are legal contracts between the funding source and the institution. If the project becomes a disaster, you may be embarrassed and someone may yell at you, but the institution is responsible. Almost all funded projects are eventually audited, and the institution, as the fiscal agent, is legally and financially responsible. Because of these realities, funding sources look for evidence of institutional support. This may mean the department administration of the business office keeps the budget. The personnel costs of these individuals can be included in a "paper" match — money the college commits to your project. Grants for equipment almost always include some sort of actual financial contribution to part of the cost of the equipment.

In California, colleges differ in the way they handle grants. The state chancellor's office has required each college to designate a contact person to receive information concerning state grants -- schedule of due dates, actual proposal applications, and general contact information. This person may be the president, the Voc. Ed. dean or the "grants writer." If you don't know who this person is on your campus, ask the president's office. The contact person will probably be the person to ask about your college/district policy on grant proposals. Know early what that process is because most proposals need the approval of your board of trustees.

Obviously, the process of developing grant proposals is not easy. Good proposals take a minimum of six months in development. Most proposals need to reflect your expertise but must be written so your grandmother will understand what you will do with the money. Finding the appropriate funding source is also time consuming, but that is another topic. The hard work involved is quickly forgotten when that phone call or letter arrives telling you that you are funded. Good luck!

Kathy Crown teaches English and is former development director at Orange Coast College.

The Good Life

By Ralph G. Fowler

I shared with you some general observations concerning retirement in the last *FACCCTS*. I would like to continue discussing several other retirement themes.

Many experts in the retirement field will tell the retiree that they should really try to retire *into* something. I know it sounds great to kick back and do nothing. After all, you have been correcting tests for 30-plus years, having more than your share of 8 a.m. classes, and attending meeting after meeting. Now it is time to relax.

I agree. But consider the following: how long will you be able to do this and not get really bored? You have had a drive that kept you in the teaching profession for a long time. That drive is probably still there, not necessarily for teaching, but the drive to accomplish something.

The usual things pop into one's head. Travel. You might try to go to those places you have always thought about. You have retired probably between the ages of 60 and 65, so you are still relatively young. Well, at least middle-aged. Do the travel during the earlier part of retirement for obvious health reasons.

If travel doesn't particularly excite you, go the community service route, such as volunteer work. Or get involved in political work, do an expanded reading program (remember all those books you said you were going to read but didn't), house and yard work, and the like. There are so many things you can do.

In October, I attended the National Conference of Teacher Retirement as a representative of California State Teachers Retirement System, and one of the speakers repeated again and again the necessity of using your brain, of staying active. For the retiree, this is essential. As the saying goes, "use it or lose it." Very sound advice.

On a different note, I would like to recount an incident about being newly retired that involves the world of computers and one's benefits. In our district, one of the benefits that the retiree receives is dental benefits. I had been retired for several months, still using the services of my long-standing dentist, when I began receiving bills for dental services that until then had been covered by the dental insurance.

I thought at first that the dentist had raised his rates, higher than the dental insurer was willing to go, but no. After many telephone calls (always check it out), it seems that the computer automatically puts the retiree in a slightly different category than that of non-retired teachers. This meant I was expected to co-pay 20 percent of the bill. This contravened our contract. The dental insurer was wrong; they corrected the problem. The moral of the story is that you should always investigate a discrepancy and have someone clarify it. When you retire, it seems that you are in a different category of one kind or another, and it is easy for things to get messed up.

Another item that you should check out, if it concerns you, is Social Security. You or your spouse, by virtue of previous employment, may have accumulated enough quarters to be eligible for Social Security and Medicare. Contact your local Social Security office and have them run an analysis of your situation.

If you are eligible, then you must decide if you should actually go for the benefits. If you earn too much money during retirement, you will not receive a Social Security stipend and if you are eligible for Medicare and choose to accept it, this too may cause a problem.

If you are eligible for Medicare and accept it, remember you will pay monthly Medicare premiums. Currently, this is $46.10 per month. And, of course, if your spouse is eligible that will be another $46.10 per month. The big question is what happens if your district offers medical benefits as a retirement benefit. If you are in an HMO, they will want to have you sign over your Medicare to them, but of course you will continue to pay the monthly premium to Medicare. It can become very sticky and will require you to be very sure about what will actually transpire. As I have said throughout these columns — Check it out. I am not saying that you should not, if eligible, seek Medicare and Social Security, but there could be some problems. You should know about them.

Enjoy your retirement.

You have had a drive that kept you teaching for a long time. That drive is probably still there, not necessarily for teaching, but to accomplish something.

Ralph G. Fowler is former chairman of the FACCC Retirement Committee and former board chairman for STRS. He is the college faculty representative to STRS.

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Book Review

JB-16 *Diversity and Motivation*. By Raymond J. Wlodkowski and Margery B. Ginsberg. Jossey-Bass Publishers. 364 pages. $32.00. Member price: **$27.50**

Reviewed by Charles Donaldson

Dealing with cultural diversity provides continuous challenges to today's California Community College teachers, and finding ways to attempt to motivate students may seem for some to be an unending effort.

Consequently, *Diversity and Motivation: Culturally Responsive Teaching* would seem to be a particularly welcome and relevant how-to book.

Much of its content fulfills the promise of its title, so this book by Raymond J. Wlodkowski and Margery B. Ginsberg may prove a useful tool for any number of professors struggling to cope with today's mixture of students.

Unfortunately, the book reads like a higher education graduate school research effort more than a handbook to deal with problems in teaching lessons in the classroom.

The usable ideas are there, but they are found wedged amid sociological observations that seem to have as much to do with political viewpoints as educational concerns.

Motivation of all students is a major problem for community college teachers no matter what ethnic or economic background class members may have. Lack of motivation in their studies is the reason many students are enrolled in community colleges. They didn't qualify for admission to four-year universities.

This book really doesn't offer solutions to that problem. No book probably could. But it does give a variety of suggestions on how to draw students from different backgrounds into the excitement of learning: by using such strategies of inclusion as peer teaching and small group learning tasks. It stresses building an attitude of success.

Some of the ideas might work in your classroom. Some might not. But the concerns raised are worth considering and the ideas suggested can be stimulating. Some checklists credited to Kate Kinsella appended as a resource seemed particularly worthwhile in suggesting ways to keep English-as-a-second-language students involved in classroom activities.

The sorry thing is that motivation is something a classroom can only attempt to stimulate. Teachers can't pass out magic pills to do the trick. The student on his or her own has to find reasons to master the subject. And, as this book indicates, the trick is to try to facilitate this.

At the community colleges we tend not to take the guardian-of-the-gates attitude toward higher education. We want to help our students successfully pass through the university gates and onto lives as successful, satisfied, educated citizens. Taking into consideration the differing needs and responses of our students is a daily task.

Charles Donaldson teaches English and journalism at Santa Monica College and is secretary of the FACCC Board of Governors.

FACCC Book Service

Welcome to the FACCC Book Service, through which faculty can purchase discounted books. FACCC members get an even greater discount, and ***can also offer their own publications on this list.*** Call FACCC for details at (916) 447-8555 or e-mail faccc@aol.com. Here are a few sample titles:

JB-15 *The Invisible Faculty: Improving the Status of Part-Timers in Higher Education*, by Judith M. Gappa and David W. Leslie. Provides a "stunning portrayal of the complexities of part-time faculty and their working conditions," according to one reviewer. Based on 467 chief academic officers, deans, department heads, and full-and part-time faculty members at 18 institutions. The book also offers 43 specific recommendations to help colleges invest in the use of part-timers as valued human resources who can and do contribute to the quality of education. $32.00. FACCC Member Price: **$27.00**

JB-13 *Mastering the Techniques of Teaching*, by Joseph Lowman. New edition of this excellent 1984 resource contains 140 new references acquired through a wealth of additional research. Presents a learning model that details the relative strength of six sources of influence on what and how much students learn in a college course. $32.00. FACCC Member Price: **$27.00**

JB-14 *Educating a New Majority*, by Hope and Rendon. A new vision of educating diverse peoples is needed if we are to tap all of our country's potential so that we can continue to prosper in the global arena. Advocates for change within the school, and for building partnerships between schools and postsecondary institutions and community organizations. $36.00. FACCC Member Price: **$31.00**

JB-4 *Teachers for our Nation's Schools*, by John Goodland. This book provides a comprehensive look at the state of teacher education, and presents an agenda for improving schools by improving the way teachers are taught. $16.50. FACCC member price: **$14.00**

OS-2 The Internet Insider, by Ruffin Prevost. Brings you the sordid details about the Internet. Is Elvis alive and well and surfing the 'Net? Inquiring minds want to know! $14.50. FACCC member price: **$12.00.**

OS-5 *The Internet Yellow Pages*, by Hahn. Your signposts for "surfing the 'net." Huge listing of internet resources. $29.00. FACCC member price: **$24.50**

OS-4 *The Open Computing Guide to Mosaic*, by Reiss. Explore the power of this hugely popular Internet navigating tool. $19.00. FACCC member price: **$16.50**

OS-7 *Netlaw: Your Rights in the Online World*. Sure, you're learning to surf the 'net, but are you aware of your rights? Your liabilities? The dangers? Don't travel cyberspace unarmed. $19.50. FACCC member price: **$16.50**

OS-9 *Quicken 4 For Windows Made Easy*, by Campbell and Campbell. Learn how to use the number one personal finance software package in the world! $21.50. FACCC member price **$18.00**

OS-10 *Windows 95 Made Easy*, by Sheldon. Explore the power of this new state-of-the-art operating system. Don't be left behind! $27.00. FACCC member price: **$22.50**

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SERVICE LEARNING:

A Piece of the Community College Future

By Mona Field

In the future, community college students will....

There are probably dozens of ways to complete this sentence, each one indicating one of the many important goals we set for our students. Among the completions will most certainly be "combine academic learning with career-building, civic-minded community service."

This particular goal is met through the growing field of service learning, a relatively new addition to the tools and missions of California's community colleges. Service learning already exists at a handful of colleges, and FACCC and Campus Compact are jointly sponsoring workshops around the state with the goal of expanding the number of colleges that offer these options.

In essence, service learning incorporates good teaching with good citizenship, the kind of "citizenship" fully available to the large numbers of California community college students who are not U.S. citizens. Students meet class requirements or do extra credit by giving time to a community service organization. These organizations include local schools, hospitals, convalescent homes, daycare centers, environmental groups, and many more public or nonprofit agencies.

Students link their service to their coursework through journals, oral presentations, papers and small group activities — all of which involve the kind of learning/thinking processes that will be expected from them as members of the 21st century workforce.

Service learning provides many of the skills needed for the world of work: personal responsibility, inner motivation, problem-solving, interpersonal relations, and intercultural communication. Students who may never have needed to "be there" for anyone now have a real-life commitment outside of school. If they are late or absent, there is a larger consequence than a grade: there is a disappointed human being. Students whose own lives and options are limited by age, ethnicity or class status can move out of their world into a world in which they, regardless of those factors, can help others. When former gang members, laden with the tattoos of their previous life, were given volunteer jobs at a hospital, their belief in their own futures expanded dramatically.

While primarily designed to benefit the learners (students), service learning has also benefited faculty. Service learning practitioners find professional rewards in dealing with students who are more motivated, more interested and more successful in their coursework because they discover the connections between textbooks and real-world experience. Retention is improved, and student attitudes towards the courses in which they have done service learning are more positive. This mutual gain between students and faculty enhances the entire learning process.

Because of the tremendous potential for service learning in all of our community colleges, it is frustrating to see how these nascent programs are being turned into political pawns. Start-up funds currently come from the Corporation for National Service and Learning, a program with a relatively tiny piece of the federal budget. Because this program is linked to President Clinton's Americorps, the Republican majority in Congress has eliminated all funding as of October 1996. Unless the president vetoes the budget and fights for these funds, the chances of expanding service learning throughout the nation will dim. The only alternatives are state-by-state funding battles to ask hard-pressed state governments for funding or time-consuming appeals to private sector foundations. In either case, the much-needed expansion of service learning will be delayed.

Delays would be a shame when the programs do so much for both students and the communities surrounding the colleges. In the future, community college graduates will need much more than a piece of paper. They will need experience as well as knowledge, clear goals as well as clear transcripts. Service learning is one of the ways to bridge the gap between school and work, between individual and community. For relatively minor administrative costs, faculty can be trained, students can be guided, and college/community relations can be enhanced. Service learning helps reaffirm the "community" in community colleges. Service learning should be part of the future in every community college.

IT IS FRUSTRATING TO SEE THESE NASCENT PROGRAMS TURN INTO POLITICAL PAWNS... SERVICE LEARNING HELPS REAFFIRM THE "COMMUNITY" IN COMMUNITY COLLEGES.

Mona Field is a political science instructor and the Faculty Coordinator for the Glendale College Volunteer and Service Learning Center

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FACCCTOTUM

Vision

The aim, if reached or not, makes great the life. Try to be Shakespeare, leave the rest to fate.
— Robert Browning

Why, sometimes I've believed as many as six impossible things before breakfast.
— Lewis Carroll

It is through the cracks in our brains
that ecstasy creeps in.
— Logan Pearsall Smith

Out of clutter, find simplicity. From discord, find harmony. In the middle of difficulty lies opportunity.
— Albert Einstein, *"Three Rules of Work"*

Teach us delight in simple things.
— Rudyard Kipling

We think in generalities; but we live in detail.
— Alfred North Whitehead

We cannot get grace from gadgets.
— J.B. Priestley

I have accepted fear as a part of life — specifically the fear of change ... I have gone ahead despite the pounding in the heart that says: turn back ...
— Erica Jong

The more the years go by, the less I know. But if you give explanation and understand everything, then nothing can happen. What helps me go forward is that I stay receptive, I feel that anything can happen.
— Anouk Aimee

Fortunately for children, the uncertainties of the present always give way to the enchanted possibilities of the future.
— Gelsey Kirkland

It is only with the heart that one can see rightly; what is essential is invisible to the eye.
— Antoine De Saint-Exupery

NEXT ISSUES

"Students of the Future" — February 1996

- Who are the community college students of today? Of 1999? Of 2010? And what are their changing needs?
- What kind of a future are we preparing them for? What happens if there aren't enough jobs?
- What will community colleges be like in 2010?
- What will affirmative action be like in the future?

Also, a survey of community colleges on how they've increased public awareness/support and assessed their community's needs.

"Faculty of the Future" — May 1996

- Faculty needs and goals.
- Perspectives from new, mid-career, retired, and part-time faculty.
- Follow up of the annual FACCC conference in February: "Win Some, Lose Some: The Realities and Challenges Facing the California Community Colleges."

If you're interested in writing about these topics, or would like to suggest an idea, please call (916) 447-8555/e-mail writefaccc@aol.com.

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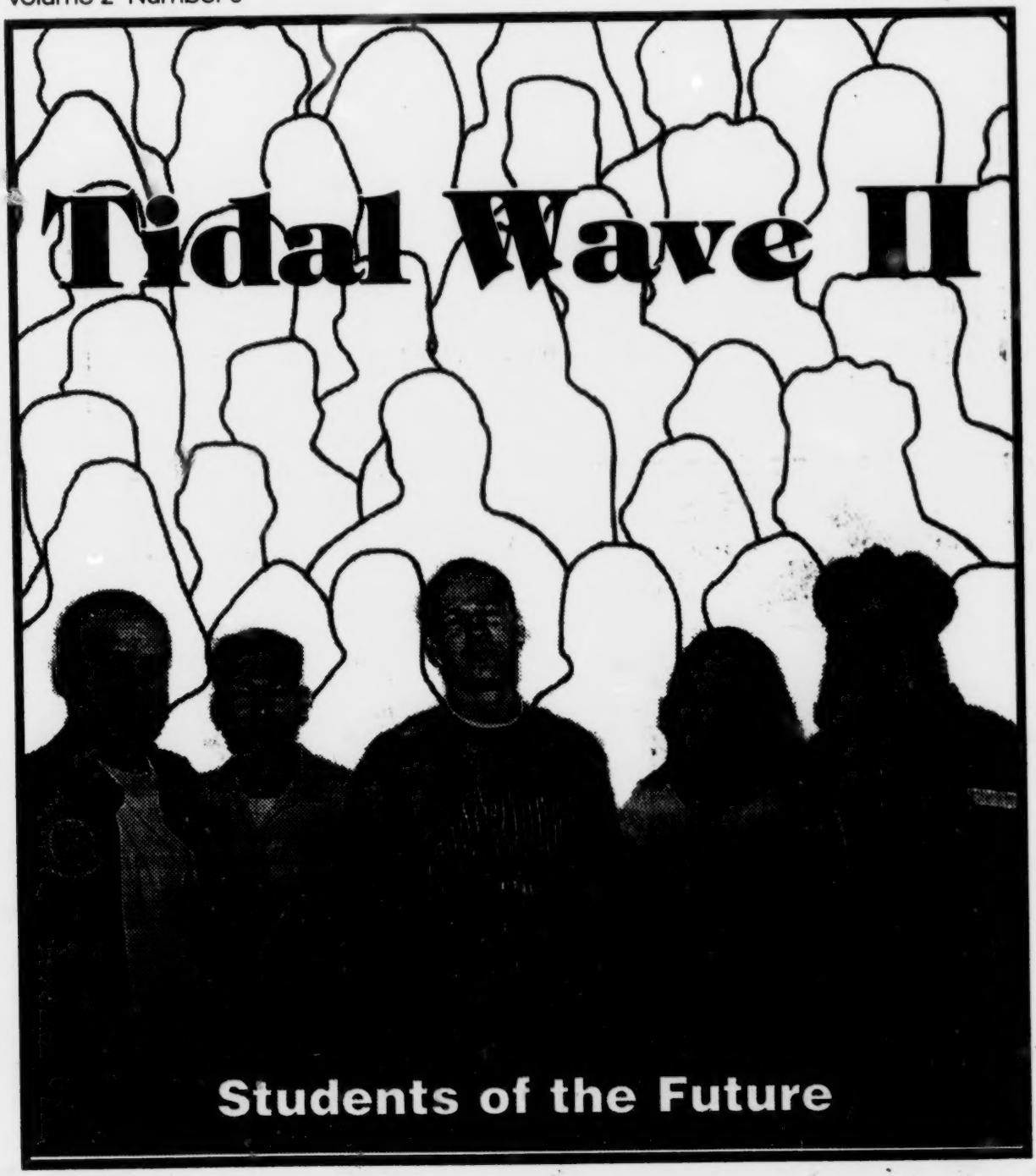

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The Nursing Home Nightmare or, dream on...it will never happen to you.

FACCC Members, don't miss this important session at your 1996 Annual Conference!

Join us Thursday, February 22 at our reception and workshop. We will be analyzing just what the STRS/PERS long term care plan is and how it compares to private plans. Where will you get the most value for your dollar and why? How much coverage should you consider? When does a private plan kick in and when would the STRS plan kick in? What kind of financial commitment is this stuff? We'll answer these and other tough questions as we provide you with solid, non-biased information which will enable you to make the choice most appropriate to your own personal situation.

Food for thought in the meantime...

About 43% of Americans over age 65 will spend some time in a nursing home and one of every six will require at least two years of long term care. Average cost of nursing home care in California is $40,000 per year...did you plan for $80,000 of your retirement money to go to a nursing home?

Give us a call if there's a special topic you'd like us to address in our Long Term Care workshop. We're anxious to work hard for you. See you in Sacramento!

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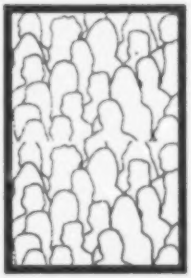

Students of the Future _____ page 8

"Tidal Wave II" is a term coined by the authors of a report from the California Higher Education Policy Center. It refers to the new students who will flood higher education in the next decade. But the truth is the students of the future are here, now. *FACCCTS* scrapes the surface of this topic with a peek at who they are, their attitudes, and the job market they're entering. And what their vision of the future is, in their own words.

Godzilla vs. Good Jobs _____ page 16

It could be the title of a B-movie: The Monster That Ate the Middle Class. Industrialization, the mechanical replacement of human labor, has mostly doomed good jobs, say the authors of three books under review by Sierra College's John McFarland. If that's true, McFarland says, "it is bad news for higher education in particular, as well as the nation in general."

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WHAT'S NEW/WHAT'S NOT

The Sacramento City College students in the cover photo are, from left to right, Brent Sellstrom, 26, math; Yayasit Yanshai, 23, engineering; George Lopez, 32, math; Bounmy J. Montry, 20, bilingual education; and Terri Mack, 26, optometry. We welcome your comments on this issue's exploration of Students of the Future. Call or write to *FACCCTS* Editor Katherine Martinez, 926 J Street, Suite 211, Sacramento, CA 95814. Or e-mail writefaccc@aol.com.

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Gary Morgan
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EDITORIAL POLICIES

FACCCTS is the journal of the Faculty Association of California Community Colleges, Inc. (FACCC), a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty. FACCC also advocates on behalf of faculty to encourage policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education. *FACCCTS* is published a minimum of four times during each academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. The primary purpose of *FACCCTS* is to provide a forum for faculty and the California Community Colleges "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC, its Board of Governors, general membership, or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and/or edit all text as deemed necessary. For a copy of current writers guidelines, please call the FACCC office at (916) 447-8555, e-mail facco@aol.com or write to: Katherine Martinez, *FACCCTS* Editor, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Visit our Web site at http://www.faccc.org

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Letters

Journal is complete, well-written

I love *FACCCTS*. Thank you for doing such a great job. It is about the only publication I receive that I read from front to back and everything in between. It is succinctly written, yet complete. I find the information useful and often quote the information I have learned. I respect the people involved with FACCC and look forward to becoming more involved on my campus, Fullerton College, where I am chair of the English Department.

Lis Leyson
Fullerton College
via the Internet

Lack of support hurts students

There is an article in the Dec. 14, 1995 issue of the San Diego's Weekly *Reader* that may interest you. It is the cover article titled, "Rats in the Ivory Tower."

It was written by Ken Kuhlken, a professor at San Diego State University. Ken discusses tenure, affirmative action, and the plight of part-time faculty in his article.

My own experience as a part-time instructor is limited. I have taught two courses for one semester at a private college and two half-semesters at a community college. By every measure, the small, private college provided a better learning environment for the students and better support for part-time faculty.

If I didn't have my own reasons for wanting to teach, I wouldn't teach at the community college considering the support I've received. The lack of support doesn't affect me much but I resent the impact it has on students.

To the students, I represent the institution. I don't pass the buck, but I resent being seen as responsible for things over which I have no control. For example, I went in to teach a computer class I was asked to take on short notice. For $2^1/_2$ hours, no one could tell me the password to access the computer program the students needed to use. I was able to move the class to the room I'd used previously and where I knew the password. The students lost about two hours of time on the computers because neither I nor the computer support people knew the password.

I guess the point of all this is to say that Kuhlken's article helps me put my limited experience into some broader context.

Merle J. Vogel, Jr.
via the Internet

September issue tops in 1995

FACCCTS gets better and better! The September 1995 issue on "Taboo Topics" will be hard to beat, but your editors and contributors will undoubtedly rise to the challenge in 1996. Thanks so much for setting this high standard of reporting on the issues with which we are all struggling.

Carolyn Widener
West Los Angeles College
via the Internet

FACCCTS welcomes letters to the editor, via regular mail or e-mail (faccc@aol.com). Please keep letters brief and include your name, address, and both daytime and evening telephone numbers for verification. FACCCTS reserves the right to edit letters for length and clarity.

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Teachers help transform students, open door to world

JANE HALLINGER

Who are our students? We meet them everywhere: when we go out to dinner, the pharmacy, the grocery store, the department stores, and even exotic places like Yosemite. Our students are part of the range of people in every community surrounding our colleges.

In Pasadena, the enrollment is well over 24,000 students, the average age (as in the state statistics) is around 28, the demographic breakdown reflects an urban population: 34.2 percent Hispanic, 29.9 percent Asian or Pacific Islander, 22.5 percent White, 8.4 percent Black, 4.1 percent Filipino, 0.8 percent American Indian, 57.9 percent female and 42.1 percent male. Figures can be indicative of a changing population. However, they present only a pattern, an abstraction. My students are all part of these statistics, yet they are much more because of my interaction with them.

My students have found an open door — as a high school graduate who hasn't yet decided what to be, as a returning adult who wants a fuller life and a chance at a better career, as an immigrant who enters with few English skills but a great desire for success in the new land. And my students are the older members of the community who love to learn and who bring a richness of experience into the classroom. These are only some of my students. I imagine they are similar to yours.

Last year I was a volunteer for a Congressional campaign in my district. The first time I walked into the campaign headquarters, I saw a young man impeccably dressed in suit, white shirt and tie. "Remember me?" he asked. When that question leads a conversation, I always know the person was a student...but when and what class? Usually I have to wait for the student to provide some clues; my excuse is that I average 200 to 250 students a semester. I think it's called large group instruction.

I was completely stymied by this young man. Then he said, "I was in your interdisciplinary program some years ago. I still have all my notes from your lectures on Camus. I went on to read every book he wrote and badgered all my friends to read his work. You transformed my life."

How many times have we heard such phrases: "You changed the way I think," "You gave me a direction," "You made me want to be a success." The young man went on to say that he changed the way he looked at the world because of that class and was now getting an advanced degree in Washington, D. C., with plans to enter the diplomatic corp. Then he laughed and said, "I'm not surprised that you didn't recognize me. When I was in your class, I had dreadlocks and wore holey clothing that was ahead of its time."

Then I remembered him, and I don't recall ever having a personal conversation with him that lasted more than a minute. Yet he had credited what I said in that class with completely altering the direction of his life. How little we understand our influence on students.

Last week I went to my neighborhood drugstore and ran into another student who remembered me. I learned that she was one of my ESL students some years ago. Now she was the pharmacy manager and the mother of one child, with another on the way. She said that mine was her first class in the United States, and she had been afraid. Now she was confident and thought of herself as successful. Another example of transformation.

After leaving the store, I thought of my visit last summer to Ellis Island. It is a cavernous building, now empty. But wandering through that space, which was once jammed with life, I paid homage to my grandfather and the millions of others who escaped hopeless lives, were frightened of the world they were to enter, didn't know the language, and still came. They had so few material possessions, but held the greatest possession of all: the courage to face any number of difficulties, if only to gain opportunity to be a part of the American dream. My grandfather escaped impressment, and probably an early death, to reach for all the stars and stripes symbolized for him. Each year, so many of our students face barriers that are hard for us to comprehend — just to be able to reach for the dream. Such fortitude exemplifies real courage and we, through the colleges, offer them the necessary tools to transform. Our students are the raw materials of our profession and part of our job is molding their self-esteem and faith in their abilities to achieve.

Each of us can tell our own stories of transformation: the student who decided to become a teacher because she had entered an exciting world. Teaching is a landscape filled with ideas, with creativity, and the greatest rewards of critical connections that we sometimes take for granted.

Who are our students? They are the people who, through their lives, make us understand the value of our own. Our interaction with them goes far beyond statistics to all the individual stories that are often carried for a lifetime.Technology may change our environment, new students will come as old ones leave, yet those who have been in our classrooms will, in some respect, always remain our students.

Jane Hallinger teaches English at Pasadena City College and is president of FACCC.

Students, CCs face unpredictable circumstances

PATRICK McCALLUM

Here's the conflict of the decade: Tidal Wave II is coming at a time when California is turning its back on the ideal that every adult should have a shot at a college education.

An estimated 235,000 students (of more than 400,000 expected to flood in higher education in the next 10 years) will enter the California Community Colleges.

How should we handle this dilemma? We know if we continue at the same participation rate, funding for those additional students won't materialize in the form of new tax increases and a thriving economy. We'll have to make tough choices. The following factors will affect our students' future.

1) The economy: This year, the colleges received their best budget in five years, with a five percent increase and no student fee increases. Why? About 300,000 more taxpayers have contributed money to the pot, which affects our Proposition 98 share. Economy and enrollment affect our resources and drive all the other issues.

2) The changing political scene: A conservative revolution has taken place in Congress, and the debate about government will continue in Sacramento. November's election results have given us a conservative-led Assembly, headed by Curt Pringle of Orange County.

Future issues will inevitably reflect the conservative philosophy. Gov. Pete Wilson gave a tax cut to the richest Californians last fall. If his additional proposed 15 percent tax cut is approved, K-14 education will receive $600 million less over the next four years.

Meanwhile, the Assembly Republicans have discussed bills that would create academic "floors" in community colleges and eliminate tenure for faculty. An Assemblymember George House (R-Hughson) bill, AB 1401, would prevent professional associations, including FACCC, from collecting voluntary payroll deductions from its members. This is a direct attack at these associations.

3) Federal cuts: By 1998, California is expected to receive about $14 billion less from the federal government in financial aid, Pell Grants, and federal poverty programs. This will drive more students toward community colleges.

The cuts have led to discussions on how to better coordinate poverty programs and employment training programs. Along with that is a debate on whether employers or educational systems should control those programs. The colleges have a major role in this workforce preparation.

4) The debates on which educational systems will handle certain duties: K-12 and the community colleges have argued over the Prop 98 split, and who will handle adult education; UC and community colleges have debated on transfer students' first two years; and the recent debate over CSU's proposal to eliminate remedial classes, placing more pressure on the community colleges.

Political and economic priorities, and legislators' concerns for efficiency will affect the results.

5) Privatization: This is one inexpensive way to fund K-12 and higher education. Instead of funding the public institutions, you give the student the money so they can make a choice. The governor is leading this debate with his voucher proposal for urban K-12 schools, which has some public support.

6) Voters: Who they are affects the colleges. Since Prop 13, we've seen more people who don't rely on government assistance voting, while those who do, don't vote. A conflict is growing between those groups, which may be caused partly by non-voters coming more from underrepresented groups.

7) Continuation of hot-button issues: The main one is crime. For 1996-97, the governor has proposed a nine percent increase for prisons, compared to a 4.5 percent increase for K-12. The number of prisoners in California (about 150,000) now exceeds the number of UC students (about 142,000) for the first time.

8) Will the voters pass Proposition 203, the school bond initiative, on March 26? If it doesn't pass, the colleges won't have nearly enough facilities to handle the student increases.

9) The November election: Will the public shift to a more moderate stance or continue to support conservative legislators whose goal is to impose severe government and education cuts?

10) What role will community colleges and educational organizations play? Will they work together for public support and education? Will faculty get politically involved by writing letters, registering students to vote, walking precincts, and giving money to campaigns? Or will we, due to alienation and anger, believe somebody else will do it for us?

A lot depends on all those variables. But if each of us makes a decision to do just 10 hours of work in the next 10 months, together we can help pass Proposition 203 and elect pro-education candidates. We will put California back on the education map, and enable ourselves to justly claim we have the finest educational system in the country.

Patrick McCallum is executive director of FACCC.

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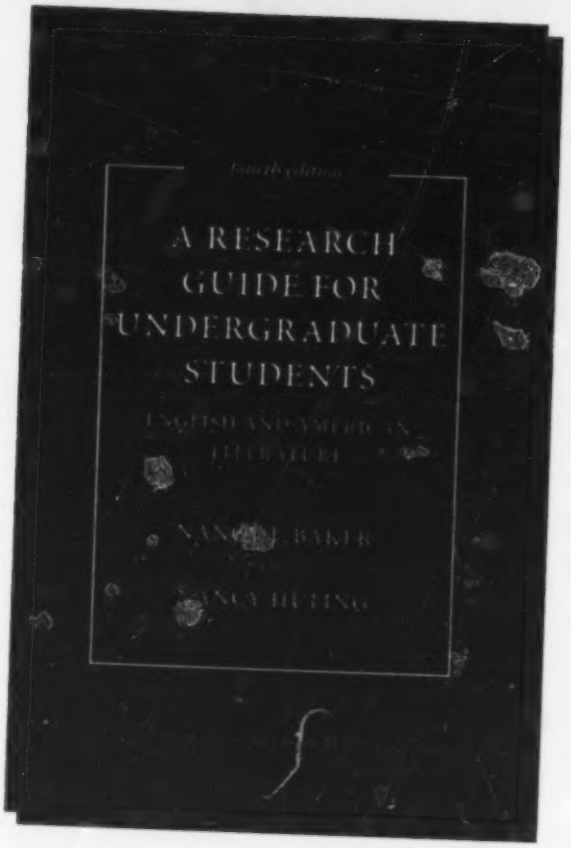
NEW EDITION

A Research Guide for Undergraduate Students

English and American Literature

Fourth edition
Nancy L. Baker and Nancy Huling



THE NEW EDITION of the popular *Research Guide for Undergraduate Students* has been updated and significantly expanded to help beginning researchers navigate the library of the computer era.

Nancy Baker and Nancy Huling, both reference librarians for twenty-two years, bring their considerable experience to a clear and concise tour of the typical college library. The *Research Guide* explains how to use nearly forty print and electronic reference works that are essential for students who are researching and writing term papers, including

- *Book Review Digest*
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- *Expanded Academic Index*
- *Humanities Index*
- *The Internet Directory*
- *Literary Criticism Index*
- *Oxford English Dictionary*

The *Research Guide* reprints dozens of samples from the reference materials discussed. Three separate chapters discuss combing the library's electronic catalog, using the *MLA International Bibliography* (in all three formats—print, online, and CD-ROM), and taking advantage of interlibrary exchanges and other important services. An appendix summarizes works discussed in the book and forty additional resources.

American Reference Books Annual said of the third edition (which sold more than 8,000 copies), "Designed to give the harried undergraduate a road map of the reference library in literary research, [it] is already fast becoming a 'standard.'" The fourth edition will be a necessary item for the reference section of every bookstore and library.

College teachers of English and American literature who would like to consider the Research Guide *as a required or recommended text for their courses may receive a free examination copy. Requests should be on institutional letterhead and should list research guide(s) currently used and course title(s). Mail requests to Marketing Coordinator, Modern Language Association, 10 Astor Place, New York, NY 10003-6981; or fax to 212 533-0680. No phone requests, please.*

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Voices

The following quotes were compiled by Michael D. Lee, from students in his fall classes and on the Diablo Valley College campus. They answered the question, "What will the community colleges be like in 15 years?"

- *"More high school students will come here because they can't afford four-year colleges right out of high school...I also see a lot of re-entry students coming back either because they're unhappy in their jobs or they've been laid off because of lack of education, so they come back here and work part-time."* — **Vicki Collins, 20, Communications**

- *"Students are going to have to pay just a little more of their own way for the college to survive."* — **Saverio Pelicano, 49, Television.**

- *"...it's becoming more and more for older students like myself who are trying to get back into a change of career or maybe just a quest for knowledge."* — **Anthony Anderson, 40, Undeclared**

- *"The community colleges will get bigger and the classes will get harder since more and more people are coming here instead of going to major universities..."* — **David Hansen, 22, Advertising**

- *"...I think there'll be more TVs in every classroom and more teaching by TV and computers, and electronics*

Please see Voices, page 10

STUDENTS

Tidal Wave II demands new and different ways of teaching, learning

By Deborah L.S. Sweitzer

Babies of the Boomers will hit the beaches of our higher education system in a few short years. Maybe you can't see it right now in your college, but younger student enrollment is on the rise because the number of high school graduates has started to increase.

Also, more students from traditionally underrepresented groups will use the community colleges to learn English, educate themselves, and prepare for jobs. And older students are returning to school for short, periodic skill-building and technology training. From these three currents, enhanced by economic recovery, the tidal wave swells. Overall, the colleges' enrollment "could increase from 1.4 million to 1.8 million, or 400,000 more students, over the next decade," according to the November 1995 report *Trends of Importance* from the Chancellor's Office.

Who are they? A rapid increase in the 18-24-year-old population is expected to begin in 1997 and continue through 2005. From this group, the community colleges draw nearly half their enrollments. These students will have an impact on space and other resources. "During the decade of 1980-1990, the number of school-age white children declined by four million students. Black school-age children declined by 250,000, whereas school-age Hispanic and Asian children increased by 1.25 million and 600,000 respectively," according to *The Future*, a June 1995 report by Dr. Curt Groninga on the Community College League of California's Commission on the Future.

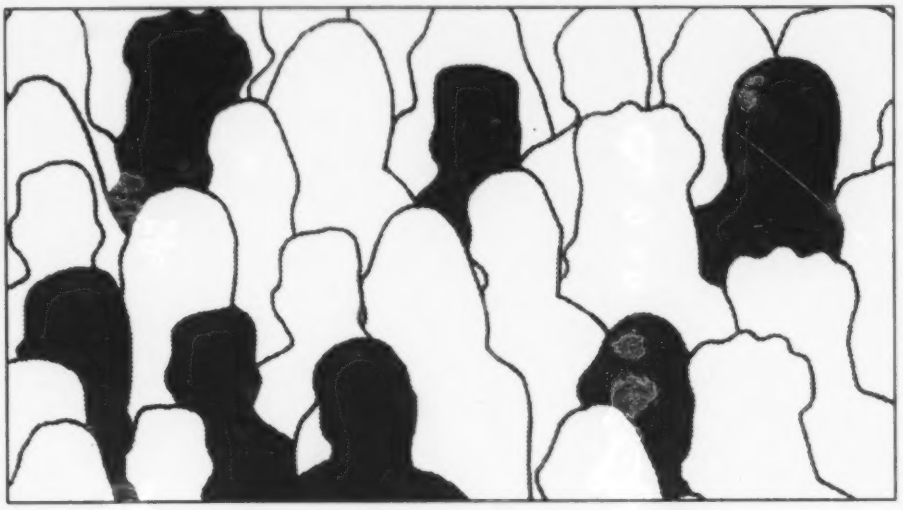
> "...the younger students are not like their parents. The forces of modern life and technology have shaped their lives differently. Their expectations will be different..."

But this will not be the only source of additional students. According to *Trends*, "In 1990, two of every five Californians were Hispanic, Asian or Black (compared to one in five throughout the rest of the U.S.). By 2000, nearly half of California's population will be from a minority background — 30 percent will be Hispanic — and most of the new residents will be either Hispanic or Asian...And, by 2010, people of color will comprise 55 percent of the state's population." Many of these people will be turning to the community colleges for basic skills and English language education, leading to higher general education or vocational education.

Forty-five percent of our students are now part-time and the high number of part-time students is expected to continue. Because many are working and raising families, they won't be able to attend college full-time. This will be particularly true of the goal-oriented students who are already complaining that available classes do not fit into their schedules.

What will the students want from the community colleges? We already see the beginning of wider changes in the state workforce. Sixty percent of California

of the FUTURE



workers are either women or minorities. But within the next decade, 93 percent of new workers will be women or minorities, and the number of older workers will probably increase. Also, because many new workers will be immigrants, we can assume many will have limited English-speaking skills, and likely will lack job skills. Many of these students will need to attend English language, as well as vocational classes.

Another important difference to consider though, is that the younger students are not like their parents. The forces of modern life and technology have shaped their lives differently. Their expectations will be different from their parents' as their preparation for higher education has been. Unlike students of the past, students coming to us from California's high schools will be fully adept at using computer technology, unlike some of the faculty in our colleges. Statistics indicate that home ownership of computers is on the rise. Along with increased computer/video use comes the impact of television, and the resulting reliance on visual learning. For these students, the lecture mode is less than compelling.

We must consider the impact of another, more disturbing development. If the current situation continues, many high school graduates will need remedial education before tackling college courses. For example, in the CSU system, 43 percent of entering freshman need remedial courses in English; 42 percent in math. And these students are presumably the cream of the crop.

On a more positive note, the trend toward remedial education may be offset by the economic need for more students to attend community colleges as the first step of a four- year educational path. A path that, years ago, may have placed them directly into a CSU or UC classroom.

The continuing shift from an industry-based economy to a knowledge-based economy will have a profound impact on what we teach our students in the future. Particularly when this trend is coupled with the prediction that most workers will have as many as six jobs that require different skills during their careers. This is especially true of students who have bachelor's degrees, about two-thirds of whom (prior to 1993) enrolled in community colleges to acquire job-related skills, said *Trends*.

Evidence also exists that students are changing their commitment to higher

Please see Tidal Wave, page 23

Visions

Students from Mona Field's fall Social Science 145 (Healthcare/Intro to community volunteerism) class at Glendale Community College wrote their thoughts on "What will community colleges be like in the year 2010?"

- *"...Most of the schools will be run by computerized equipment and the school libraries might even have robots putting away books.*

  Since money is the biggest problem in our nation, a lot of UCs will be having difficult times accepting students, especially nowadays when the government wants to cut down grants and student loans. My biggest concern is, what if the colleges get full and there is not a lot of room? ..."

  — Maria Parra

- *"...Hopefully by then if we have better parking structures, I could see students driving solar energy cars. ...By the year 2010, registration would be done with home computers, maybe even tests would be performed on computers."* — **Gasia Baghdassarian**

- *"...Students will have IDs that are linked to the computer system so they can check out their own library books. Use their ID as a credit card when purchasing food and receive a monthly bill as well. Take attendance by swiping your ID through a machine just as they do when students enter the Learning Center...students need not buy books, but a disk that covers the entire syllabus of that semester..."* — **Lorela Mendoza, 19, Pre-Med**

- *"Glendale Community College students will have no*

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Voices

continued from page 8

will be emphasized." — **Anne Ruivivar, 19, Nursing**

- *"We will carry around disks to learn off instead of books."* — **Ken Maza, 20, Journalism**

- *"...I don't think instructors will be completely ruled out but there will be more computers and TV learning. But instructors will always be needed because of the compassion they can give toward a student that a device can't."* — **Matt Steinmetz, 19, Music**

- *"...It's definitely going to be overpopulated so there may be entrance exams at the community colleges to cut down on the enrollment here to make sure the people who deserve to be here can go here."* — **Marc Petric, 25, Undeclared**

- *"In the future, the community colleges will focus more on the areas that promise greater financial ability such as computers, engineering, and the health fields. Sadly, I believe that some of the vocational training will be cut out simply because the money isn't being generated."* — **Rebecca Quintero, 25, television.**

- *"It's going to be more technical. We're looking at more computer-based applications, how software works, programming. I think liberal arts will still be there because people need the arts but the rest will be more*

Please see Voices, page 26

Student journalists develop

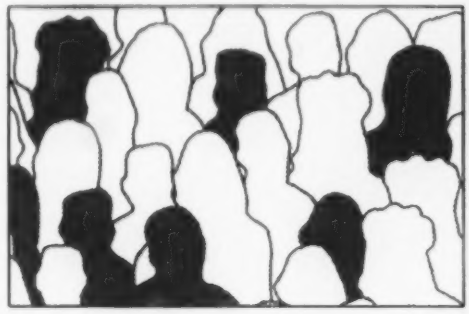
By Richard Cameron

College journalism students once wrote their stories and put out their college newspapers without the aid of computers, but sometimes it is hard to imagine how.

And now the Internet communication possibilities promise to revolutionize journalism education, just as desktop publishing did in the late 1980s. Tomorrow's journalism student will need a vast new array of technological communication skills.

Journalism students of tomorrow will continue to hone their newsgathering and newswriting skills by publishing the traditional newspaper, but they will also be producing electronic editions on the World Wide Web, and those electronic editions will go far beyond the paper today in the type of information available to the reader.

Some colleges are already producing papers on the World Wide Web and other Internet sources. Santa Rosa's *Oak Leaf* newspaper has had a Web presence for a couple of years and Glendale College offers online subscriptions to *CyberVaq*, an e-mail version of its regular paper.



In addition to new dissemination possibilities, students will interact with the sources for their stories and with the readers of their stories through technologies such as e-mail.

California's community college journalism students just might have needed online skills due to the efforts of the Journalism Association of Community Colleges, which is providing them a variety of e-mail and World Wide Web experiences.

JACC, a strong unifying force among programs, has been a leader in providing staff development for its teachers and students in the area of technology. This month, for instance, the organization is sponsoring a special conference to teach interested faculty how to include their newspapers on the World Wide Web.

JACC, which celebrates its 40th anniversary this year, holds member conferences year-long that serve as an adjunct to the campus programs. Regional conferences in the fall and a statewide conference in the spring give students an opportunity to demonstrate their skills with an array of writing, editing, design and photography contests. The conferences also contain a learning component, as experts from the industry give first-hand accounts of aspects ranging from daily editing skills, to uses of new technology, to techniques of investigative news reporting.

The organization also offers a four-day summer leadership conference for editors called Journalism Boot Camp. And each February it sponsors a heavily-attended staff development conference for faculty.

And now JACC is taking advantage of technological changes to create a "virtual" department where journalism instructors and students across the state can communicate daily via Internet e-mail and the World Wide Web. As a result, one day students at several schools may work collaboratively to research and write stories via e-mail.

Two years ago, only a handful of the state's journalism advisers were online. By the end of the school year, most of the programs will be on-line. While only a few students are online today, their numbers in the next two years are expected to grow even faster.

JACC's World Wide Web page updates members on organizational activities, but also contains informational sections on topics such as how to survive program reviews. Currently being developed is a section that will help journalism students prepare for transfer to CSU programs and compare journalism major sequences at

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Internet skills in newsroom

those schools online.

In addition to the World Wide Web page, JACC sponsors four e-mail mail groups for its members. A fifth service will debut early this month.

- JACC-NEWS is the organization's official news dissemination group, providing information about the group's activities and news about its member programs. The organization plans to eliminate virtually all of its paper newsletters next school year and move its communications completely to on-line sources. Anyone may subscribe to the group.
- JACC-FAC is a discussion group for faculty to share teaching ideas and solutions. A combination of being a small discipline and the strong organization provided by JACC has produced a cohesiveness in the group.
- JACC-STU is a discussion group focusing on student issues. JACC is co-run by students and faculty and the organization hopes to build stronger cohesion among journalism students from across the state.
- JACC-JNS (Journalism News Service) is a fledgling wire service that allows programs to share outstanding stories from their newspapers for possible inclusion in other papers or serve as ideas for localized stories. The service may be used, too, for cross-campus news gathering for investigative or in-depth stories.
- JACC-MAIL, to be introduced early this month, is an e-mail on demand service. Students and faculty with access to e-mail, but not yet world wide web savvy will be able to electronically request information from the organization and automatically receive prepared documents within minutes via e-mail.

Always edging along at the low end of the WSCH (weekly student contact hours) race on campus and on the high end the operational expense scale, journalism faces some unique challenges. But California community college journalism has an optimistic future.

Some of California's community college papers —such as Contra Costa College's *Advocate,* Rancho Santiago College's *el don,* El Camino College's *Warwhoop,* Saddleback College's *Lariat,* and Santa Barbara City College's *Channels* — have been recognized as among the best college papers in the nation.

Journalism courses do more than teach students how to produce a newspaper or magazine, though. In an industry where the end product is undergoing a major transformation, it is the writing, organizational, leadership and critical thinking skills that journalism classes teach that serve students across the curriculum.

- The basic news writing style, known as the inverted pyramid, serves a large communication audience and is a dynamic format for today's business communication.
- The basic reporting skill, which teaches students to gather information from a variety of sources and to synthesize it and understand it well enough to communicate the story to others, is at the heart of daily critical thinking.
- Students from all corners of campus can find working on their college papers an excellent laboratory for honing advanced computing skills, from word processing, to desktop publishing, to digital photography and multimedia.
- And the media survey courses teach an understanding of and appreciation for an institution that continues to permeate our society.

And now students can get a jump on technological communication skills, as well.

JACC's web page address is http://wvmccd.cc.ca.us/wvc/jacc/. To subscribe to JACC-NEWS send an e-mail message with the word "subscribe" as the first word of the subject or message to jacc-news@listserver.wvmccd.cc.ca.us.

Richard Cameron teaches journalism at West Valley College.

Visions

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trouble finding parking in the year 2010. By that time, most students and teachers will be bilingual due to the importance of speaking more than one language. Students will also be able to take any class without having to wait a whole semester for classes such as English and Math. The most interesting thing will be that students, teachers, and the rest of the faculty will all be in a carpool program. As they get off their carpool vans, they will feel the breeze of their more than 100 college trees." — **Bella Alvarado, 20, Undeclared**

- *"As they are, community colleges are a great service to the communities they serve. However, academically, I believe too many students take community colleges for granted ...By 2010, I would like to see community colleges become obsolete. We should continue to expand the Cal State and UC systems here in California. This would make it a bit more expensive for some, but I think this is what needs to happen. If people are forced to pay more for their education, the motivation to excel would be much greater. Teachers' salaries should go up as well. ..." —* **Ingrid Palma, 26, Wildlife**
- *"Well, my outlook on the future of community colleges is not very "bright"...let's face it, it is 1995. Reality is that every year, there have been more and more budget cuts. Resulting in a smaller faculty, not all class*

Please see Vision, page 27

Fast FACCCTS

State budget brings good news

As reported in *InFACCC* last month, Gov. Pete Wilson's proposed state budget for 1996-97 is the best one for community colleges in five years.

The colleges are proposed to receive a $228 million increase, including a 3.45 percent Cost of Living Adjustment, 1.5 percent for growth, $52 million in one-time money for instructional equipment and library materials. And there are no student fee increases. This is the first time the colleges will not have a major budget battle, so they can concentrate their efforts on other important issues.

FACCC will actively support an urgency bill to fund the property tax shortfall of $14 million, which covers this year and last year.

We'll vigorously oppose the governor's proposed tax cut. If it doesn't pass, at least $30 million more will go to the colleges for next year. FACCC will also focus on workforce development and training programs — this promises to be a big issue. The federal government is proposing to consolidate vocational education programs via block grants, and push education, labor, and business systems to coordinate their projects.

FACCC focuses on $3 billion school/college bond on March 26

FACCC's Board of Governors agreed at its January board meeting to focus most of its energy on encouraging community college students and friends to vote for the education bond initiative, Proposition 203, on the March 26 ballot.

FACCC will also support community college allies Assemblymembers John Vasconcellos (D-San Jose) and Bob Campbell (D-Martinez), and state Senator Teresa Hughes (D-Los Angeles) in tough primary fights for the state senate.

CC BOG votes against proposal for part-time faculty credit

The Community Colleges Board of Governors in early January voted against allowing part-time instructors who teach in contract education classes to apply that work toward the 60 percent rule. Faculty organizations strongly opposed this decision.

In addition, board members rejected a FACCC-led effort to comply with AB 1725 requirements for increasing full-time faculty by the funded growth percentage. Even faculty representatives voted against these two issues.

Assembly committee votes to restrict employee associations

The Assembly Public Employees and Retirement Committee approved a bill Jan. 24 to restrict political free speech. It would prohibit the voluntary use of payroll deductions for money used for "political purposes," including lobbying

AB 1401, authored by Assembly member George House (R-Hughson), was supported by Republican committee chair Howard Kaloogian (R-Carlsbad), and Assembly members David Knowles (R-Placerville), Bernie Richter (R-Chico), and Steve Ackerman (R-Fullerton).

The Republican members accused FACCC and other labor advocates of "forcing taxpayers" to finance advocacy that did not represent the employees' interests.

The bill is one of many that were defeated last year. They are resurfacing due to the change in Assembly leadership and the election of ultra-conservative legislator Curt Pringle (R-Garden Grove) as speaker.

Colleges mandated to design plan for course numbering

The community colleges system is required by a bill approved last year to study common course numbering. The Chancellor's Office gave the task to the Academic Senate, which issued a paper against common course numbering, but proposed Project Assist. This project would arrange for schedules to list, next to the individual course title, a common number recognized by all the colleges. The Academic Senate will

View from the Trenches

Paul-Andre Schabracq

submit a plan by June on how to implement the project. Those interested in this issue should contact Academic Senate Past President Regina Stanback-Stroud at (714) 564-6824 or (916) 445-4753.

Part-time faculty conference set

The Council of Faculty Organizations is sponsoring a part-time faculty conferences scheduled for March 9 and March 23.

COFO intends for the meetings to bring full-time and part-time faculty members together to discuss the meaning of a full-service faculty member.

Those interested in attending should contact FACCC at (916) 447-8555.

CC Board members visit FACCC

Vishwas More, president of the Community Colleges Board of Governors, and board member Larry Toy visited the FACCC Board during its January meeting for a conversation about the colleges' future.

How community colleges position themselves in the next 10 months will affect the next decade, Toy said. They need to start looking at issues such as technology, Faculty Service Areas (FSAs), and use of staff development funds.

"The world is turning to California to look at our community college system," More said. "I'm a strong supporter of funding stability for all community colleges and look to the faculty for advice on this issue."

Penalties for districts considered

Assembly Republicans are considering bills that would penalize districts whose graduates later take remedial classes at the University of California or California State University.

The proposed legislation would fine offending school districts for each student who needs remedial courses in English or Math, and give the money to UC and CSU, according to the California Higher Education Policy Center's January issue of *Crosstalk*.

The fines are tentatively set at $20 per hour of remedial instruction. CSU's remedial costs are about $10 million per year.

Santa Monica College and CSU Northridge form partnership

Santa Monica College has joined CSU Northridge to offer bachelor of science degrees in business administration.

The partnership, among the first of its kind in the state, allows students enrolled in the Northridge program to take core curriculum classes at the community college, according to the California Higher Education Policy Center.

Forty-six students are in the joint program, which began last fall. The program, offered one night a week, is geared toward older students who have families and full-time jobs.

CSU Northridge receives the fees from students and pays the faculty, while Santa Monica provides classroom space, textbooks, and other support.

FACCC Web page adds features

FACCC has added a form to its World Wide Web page for registration to the FACCC Conference, Feb. 22 to 24, in Sacramento.

If you want to keep up with the latest news on legislation this session, visit the Web site and check out the text of the Legislative Hotline. You can now jump to the Chancellor's Office page from the FACCC site, and access consultation agenda items and discussion papers.

FACCC's Web site is located at http://www.faccc.org.

Audit says chancellor lacks adequate control over program

The State Auditor released its report last month on the eight-month audit of the community colleges's economic development programs from 1992-93 and 1993-94.

The report was titled "California Community Colleges: The Chancellor's Office Inadequately Controlled Its Economic Development Program and, Along With the Department of Education, Circumvented State Contracting Procedures."

Chancellor David Mertes said in a press release the auditor's concerns may have begun with the economic development initiative, known as Ed>Net, which manages economic development and training.

The report said the Chancellor's Office: did not always use a competitive process to award grants to community colleges; does not adequately monitor and review grant expenditures; incurred unnecessary costs of $15,500 by paying its deputy chancellor throught an interjurisdictional contract; and did not ensure that community colleges complied with all

Please see FastFACCCTS, next page

For the Record

- In "Re: Vision" (Nov/Dec 1995), the California Constitution Revision Commission was incorrectly named.
- In "Writing for Dollars" (Nov/Dec 1995), author Kathryn Crown's professional information was incorrect. She is a Professor of English at Golden West College, and was that college's grants coordinator for seven years.
- In "Why Must a Scholar in Black Studies Be Black?" (Sept. 1995) some text was inadvertently left out. In a paragraph on page 18, the author's words should have read, "The real purpose of the chair, then, is not to foster black studies as such. It is to give regular academic jobs to blacks without forcing them to compete against non-blacks. Once established, their presence will forestall additional hiring from the general scholarly population of all races."

grant requirements.

It also says the Chancellor's Office and the Department of Education: circumvented state controls by using fiscal agents; and submitted erroneous and misleading information to the Department of General Services.

The State Auditor has given the Chancellor's Office recommendations for improvements. The chancellor denied any wrongdoing, but said he agrees that during the time covered by the audit, his office was unable to monitor the program's processes as it would have liked because of major personnel and budget cutbacks. But he said his office will continue to seek improvements as Ed>Net evolves.

Assembly committees named

The Assembly committees for the 1995-96 session have been announced. Those that affect the community colleges include:

Higher Education: Brooks Firestone (R-Los Olivos), Chair; Brian Setencich, Vice Chair (R-Fresno).

Budget: Gary Miller (R-Diamond Bar), Chair; Denise Ducheny (D-San Diego), Vice Chair.

Appropriations: Charles Poochigian (R-Garden Grove), Chair; Valerie Brown (D-Sonoma), Vice Chair.

Public Employees, Retirement and Social Security: Howard Kaloogian (R-Carlsbad), Chair; John Burton (D-San Francisco), Vice Chair.

Subcommittee on Education Finance: Bernie Richter (R-Chico), Chair.

FACCC Awards to be presented

The FACCC Board of Governors has named Leon Baradat, a MiraCosta political science instructor, Faculty Member of the Year. (See Faculty Focus, page 15 for a profile on Baradat).

"Bud" Henry of Rancho Santiago College is Council Member of the Year, and Janis Ward of Cuesta College is Adjunct Faculty Member of the Year.

Profiles of Henry and Ward will appear in the next issue of *FACCCTS*.

The FACCC Board of Governors will present the awards at a Friday night reception during the annual conference this month, Feb. 22 to Feb. 24 in Sacramento. Call (916) 447-8555 for registration information.

Vision follow-up planned

The FACCC Board of Governors approved a plan at its January meeting to follow-up last fall's Vision Conference with a one-day session tentatively scheduled for Sept. 9.

Faculty members who attended the Vision Conference will have an opportunity at the FACCC Conference this month to participate in a workshop addressing Vision Conference issues.

Faculty interns take on classes

More than 300 faculty members last year were actually interns allowed to gain experience through FACCC-supported legislation.

These instructors were graduate students who had teaching internships with the colleges. The program is already quickly growing.

Milestone member to be profiled

The FACCC membership count will hit a milestone when it reaches 7,000 members for the first time.

Who will this member be? FACCC Membership Director Paul Simmons predicts FACCC will register the 7,000th member soon.

When that happens, we'll publish a profile in the following issue of *FACCCTS*. Want to get involved in the festivities? Volunteer to write a profile on this member, or other members you think deserve recognition.

Call Editor Katherine Martinez at (916) 447-8555 or e-mail writefaccc @aol.com.

FACCC is asking everyone to recruit just one new FACCC member. If you do, you may be the one to recruit 7,000th member. Here's your chance to become a big part of FACCC's history.

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Lobby Day slated for May 6

FACCC Lobby Day will bring together faculty members from across the state to lobby legislators in Sacramento May 6.

Faculty members should make appointments to see their local legislators that day, and FACCC staff will be available to brief you on the latest community college issues.

A systemwide lobby day is scheduled for April 29.

Local district visits are always important, and you can plan one according to your schedule. Before you meet with your legislator, call FACCC and request information to help you prepare for a successful visit. There is no better way for a legislator to hear about faculty concerns than from the faculty members themselves.

For more information, call FACCC at (916) 447-8555.

Send e-mail address to FACCC

Now that FACCC has its own World Wide Web page, we'd like to receive members' e-mail addresses to better communicate with you electronically. Please e-mail your address to faccc@aol.com.

Remember to stay updated weekly on the latest issues by calling our legislative hotline at (916) 554-3512 or visit our Web page at http:// www.faccc.org.

Advocacy Network needs you

With just 10 minutes a week, as needed, you can help FACCC push bills in the state legislature that benefit you, the faculty members.

Because the lawmaking process is fast-paced, vocal support is sometimes needed on a moment's notice. We may ask you to make a quick phone call or write a brief letter to your local legislator urging them to support a certain bill. FACCC will provide you with the information to do this.

Please call David Hawkins at the FACCC Office at (916) 447-8555 or e-mail advocatedh@aol. com.

Faculty Focus

1996 Faculty Member of the Year

Leon Baradat

Houndstooth sport coats weren't exactly Leon Baradat's style.

Baradat, FACCC's 1996 Faculty Member of the Year, didn't want to become a teacher when he was studying political science at College of the Sequoias in the 1960s.

"Teachers were people who wore houndstooth sports coats from the 1950s that never wore out," he said with a laugh.

But he had to get a job. And he quickly learned that he and the colleges were a perfect fit, allowing him time to work with students who had open minds as well as do research. He teaches at MiraCosta College and holds bachelor's and master's degrees from Fresno State.

"I'm often asked, 'why don't you work at a university?' I knew from the beginning [I would work in community colleges]. It seemed like it was perfect."

And Baradat's love for education has taken him around the world.

Since beginning his teaching career in 1965 he has conducted study tours abroad and visited Europe, the former Soviet Union, the Peoples Republic of China, Korea, Southeast Asia, Japan, Taiwan, Hong Kong, and Eastern Europe.

Baradat has been interested in studying political power and the use of power since eighth grade. He has written books on political philosophy and theory, American politics, and politics in the former Soviet Union. He is working on the sixth edition of his political theory book.

Baradat also founded and is director of MiraCosta's Center for International Understanding, which invites noted speakers to the college community. He was a 1990 recipient of the Hayward Award for Excellence in Education. He and his wife, Elaine, have two sons, Pierre, 27, and Rene, 25.

A former FACCC president, Baradat has long been a passionate advocate for faculty members. Erna Noble, FACCC Past President, said he's politically astute, and an eloquent and dedicated spokesman for the college faculty.

Others call him a humanitarian, and a forthright, no-nonsense person who is strong in his convictions. He's also witty and charming. Baradat is well known for his high standards, said Cy Gulassa, last year's Faculty Member of the Year: "I admire him as a truly strong leader and supporter of FACCC and the Academic Senate."

The FACCC Board of Governors will present Baradat with a plaque at a Friday night reception during the annual conference this month in Sacramento.

"I don't think there's a professional group for community colleges that is as important as FACCC," said Baradat, a member since 1970. "...If I could only be involved in one, it would be FACCC."

Baradat's prediction for the immediate future of higher education is grim.

"I think we're headed for a potential Dark Ages in education," he said.

The challenges consist of dealing with less money for education, and handling the budget. "I think we're going to be more drawn into nitty-gritty questions about how to fund programs, and less about how to do a good job. The reason for that is the resources are drying up...the way they [the people of California] want to solve social problems is to put people in jail."

People don't believe in education anymore, and this is forcing FACCC and other faculty organizations to simply defend the advances made in the mid-1970s through the 1980s, Baradat said.

"People have lost their resolve about education. They've lost their optimism," he said. "We have moved as a society, and California is no different, to an increasingly cellular, individualistic and selfish society. Which bodes very, very ill for institutions based on collectivism. We really are the college of the people and there's not a lot of support for that."

"[Community colleges] really are the college of the people and there's not a lot of support for that."

With the upcoming tidal wave of students entering higher education in the next decade, "that means we're going to ration education like we do everything else.

"I don't blame any particular party," Baradat said, adding that the American people seem to have practically no social conscience. "I don't think the future is particularly bright."

But there is hope, he said. People will eventually realize you can't think only of yourself, only of today.

Baradat doesn't want to discourage anyone from joining the profession. "I think it's a wonderful way to spend your life."

"I think working with FACCC and the Academic Senate has given me the opportunity to work with the most talented and committed people, the most extraordinary people."

He said he plans to teach for another six or seven years, then play a lot of golf. But he'll stay involved in education somehow. "Education is my first love. Well, my wife is my first love," he said with a laugh. "There's no way I could do half of the things I've done without her."

Now Showing

the Community Colleges starring in

Godzilla vs. Good Jobs

The books under review here do for late industrialization what Japanese movies did for irradiated lizards. Those fictional monsters lurched jerkily through Tokyo, impervious to human defenses. Alas, social science offers up a more plausible destroyer, one run amok not only in factories but even through the once-secure citadels of the middle class.

It is not a pretty sight, an industrial Godzilla designing roboticized replacements for blue-collar labor while commissioning a computerized assault on white-collar work. But as teachers we must attend to the message because, if true, it is bad news for higher education in particular as well as the nation in general.

The community colleges, after all, market, nurture and live on the aspirations of the career-oriented. To those staking out an

By John McFarland

Books Reviewed: ***The Jobless Future: Sci-Tech and the Dogma of Work,*** by Stanley Aronowitz and D.W. DiFazio ❖ ***The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era,*** by Jeremy Rifkin ❖ ***The End of Affluence: The Causes and Consequences of American's Economic Dilemma,*** by Jeffrey Madrick

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economic future, the colleges repeat the advice articulated two centuries ago by the philosopher Goethe. "Train yourself to become a competent violinist," he wrote, adding this pledge, "and the conductor will gladly assign to you your place in the orchestra."

It is the contention of these three books that, for many if not most entrants into the job market, the economy is set to break Goethe's pledge.

The Jobless Future, by Aronowitz and DiFazio, both Marxist academics, and *The End of Work*, by the ecologist Jeremy Rifkin, reveal their authors' biases yet surf through statistics that make a compelling case that good jobs are mostly doomed in our economy. Their conclusions are supported by the more centrist economic journalist, Jeffrey Madrick, whose *The End of Affluence* examines the broader malaise afflicting American commerce.

Godzilla is the same for all authors: the mechanical replacement of human labor that we call industrialization. But an informed reader will find the books' economic explanations incomplete. Certainly the fiscal drive for cost reduction explains much mechanization but, like a pair of scissors, industrialization has two blades. The second, given muted reference outside of managerial circles, is the imperial desire to wrest control over production from independent workers.

Both motives were operative in the 1950s, with the arrival of "automation," that moment in history when the authors pick up the story. Automation propaganda idealized the quiet, clipboard-bearing technicians who would direct and repair the new assembly-line robots. Understandably the men and women displaced from good jobs would go unmentioned.

For many in the middle class such "technological unemployment" was a scourge in a distant land. Affecting only blue-collar labor, it was rendered almost anodyne by academics who spoke of job retraining that would hand future clipboards to the exiting workers.

A mantra, soon well-rehearsed, went this way: Rather than destroying jobs, industrialization replaces them with more rewarding ones. Thus, our patience with the system will be repaid by its inherent benevolence. After (perhaps) a moment of economic cratering, workers' living standards will increase measurably, floated upwards by rising productivity. This fairly poetic narrative we may refer to as The Romance of the Market.

The version *our* authors document of this process is nearly bereft of romance and they refuse to sanction, much less celebrate, what has happened to labor in the last two decades.

Since the early 1970s, well-paying unionized jobs began boiling away in the heat of international competition. Over that period, half the positions in auto, 60 percent in machine tools, and 70 percent in rubber and steel have disappeared. Few of these were pleasant jobs but their loss has transformed the life of workers into what W.H. Auden once called "billiards on an untrue cloth."

Jacques Attali of France put it most starkly. "Machines are the new proletariat. The working class is being given its walking papers." And Rifkin, who quotes him, also cites a 1993 *Fortune* magazine that said corporations are eliminating two million jobs a year and that 90 million of the nation's 124 million jobs are "vulnerable to replacement by machines."

Jacques Attali of France put it most starkly. "Machines are the new proletariat. The working class is being given its walking papers."

It is as if we have swallowed a malevolent Contac and triggered a future of time-release unemployment.

Madrick is best on the strategies working families have taken to maintain a lifestyle, as the chief breadwinner loses earning power. During the 1980s alone, 20 percent more wives entered the work force and the percentage of adults working two jobs doubled. Consumer debt rose from 59 percent to 80 percent and savings declined from nine percent (1975) to four percent (1989) of household income. So much for the claims that industrialization enriches workers.

The most startling feature of the emerging economy, however, is the industrialization of professional life, made largely possible by computer programming. AT&T announced in 1994 the upcoming elimination of 74,000 (mostly managerial) positions, and two years earlier, the U.S. Postal Service deleted 40,000 similar positions. This body count follows that of the Reagan "prosperity," when, in a single decade, 1.4 million executive and professional posts were scrubbed.

Such events are common enough to have acquired their own euphemism — "reengineering" — as well as a prophet, the improbably named Michael Hammer. Living up to this apt, if subliterary reference, Hammer advances the Spillanian suggestion that corporations can reengineer four of every five middle managers out onto the streets.

These managerial erasures are not the whole of the iceberg. An ATM does 400 hours of work for the cost of a 40-hour teller, and B of A intends to cut its white collar staff to a core 19 percent, using the remaining 81 percent fewer than 20 hours a week and offering them no benefits. Architectural firms find that computerization permits draftsmen to replace engineers and drugstores can assign some pharmaceutical work to programs.

Why this carnage? The urgency behind it comes from the impact of world trade on the United States. Madrick provides a very readable treatment in his first chapter, "Two Decades of Slow Growth," though the same analysis is available in Aronowitz's stodgier prose.

Please see next page

continued from previous page

The production of the U.S. economy had grown for nearly a century at an average annual rate of 3.4 percent. Then in 1973, it slipped down to the more hesitant level of 2.3 percent, where it has languished ever since. This seemingly inconsequential change, compounded over two decades, has cost American society some $12 *trillion*, a cumulative loss of $40,000 per person or about $150,000 per family.

Such shortfalls in an age of mechanization can only testify to reduced markets, the result of a competitive advantage that foreign firms have won on American sales floors. This dilutes a dominance secured when the U.S. pioneered the assembly line, a method by which Henry Ford famously reduced the cost of his Model T from $850 to $295 each. The productivity revolution ignited by this process advanced America far ahead of every other nation. During WWII, while Germany could assemble no more than 10,000 planes a year, U.S. factories eventually manufactured that number every month.

Now, however, American factories face someone else's revolution, "flexible production." The older strategy was to rely on a small number of models and create the image of diversity by cosmetics. Thus, a Chevrolet gussied up with chrome strips became a Pontiac and grillwork turned Oldsmobiles into Buicks. In the 1950s, six models accounted for 80 percent of all auto sales in the U.S.

Enter Japan, which devised a computerized assembly line whose flexibility permits sudden shifts to entirely different models. While flexible production eats into profits, it facilitates small-batch production and, thus, response to small markets.

..our response to economic crises has been career development. That strategy... may well be judged by working-class families as a waste of time and money.

One of the defining features of today's business world, dicing up large markets into minuscule subgroups, intensifies competition. IBM estimates that, where it combated 2,500 firms in 1965, it now confronts 50,000 adversaries. In 1970, 125 new beverages were introduced to American retail stores. In 1993, 1,845 appeared.

Responding to this competition has forced American firms to retreat across an economic terrain they once dominated with ease. Now their strategy must more often be a defensive parrying than an aggressive advance.

A secondary effect of this has been to shift from manufacturing to retail job creation. Such concentration on the service arena also reduced the growth of the nation's productivity and jobs there. Because they pay less and are typically part-time, these jobs fail as substitutes for manufacturing jobs lost.

Curiously, if none of our authors finds these trends painless, all of them accept them as unalterable. This is to treat social forces as the effects of natural phenomena and thus certify them to work "with the indifference of nature to human aspirations," as philosopher Cornel West once put it. The alternative view (one demanding that human institutions work humanely) challenges the gospel of competitive deliverance. Strangely, each book subscribes for different reasons to that gospel and to its corollary, that the mystic workings of the market are basically benign and thus not to be interfered with.

The benignity Aronowitz, DiFazio and Rifkin find is that the end of work is good. They propose a program of shared jobs and early retirement, thus harnessing the new productivity to the creation of leisure.

Madrick offers a sensible objection to these hallelujahs. "Shared sacrifices," he writes, "is alien even to our labor unions, which have rarely agreed voluntarily to a reduced work week...to save jobs for everyone."

The snappish reappearance of political me-firstism suggests that his point is well-taken. Workers are beset with the pressure of high debt and consumerism, not to mention the place that work occupies in our culture of self-worth.

But Madrick's point, if true, is also sad. While many in the middle class are reduced to squabbling over crumbs, wealth trickles upward. Had they made the same gains in the last 30 years that CEOs have made, factory workers would earn $84,000 a year.

Yet Madrick has no palliative more inventive than a proposal that the government sit offshore as a hospital ship, ministering to our occupational wounds with public work projects. This, after his text has described the pauperization of the public sphere.

We can say with safety, however, that the Clinton-Gingrich tactic of using tax credits to make U.S. firms more "competitive" would only compound the labor problems by funding further mechanization.

The diagnosis, then, far outvalues the cures. There is little doubt that the authors have captured accurately a damaging 20-year trend. Forecasting from that trend, however, is risky. No reputable economist in 1974 anticipated the carnivorous restructuring these authors depict. Nor does a consensus exist that all the damage needs repair. No economy works with malice toward all and charity for none, as the wealth transfer upwards demonstrates.

We can treat these books as a warning to higher education. Historically, our response to economic crises has been career development. That strategy is now conducted in a savannah aprowl with electronic predators and may well be judged by working-class families (to mention only the most obvious group) as a waste of time and money.

Likewise, the public could well decide not to fund a massive higher education system that seems to create highly literate waiters and computer-proficient cabbies. One of the greatest dangers this latest Godzilla presents, then, is to the dreams that bring people to college.

John McFarland is a history instructor at Sierra College and a FACCC council member.

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AND OTHER WAR STORIES

By Cy Gulassa

ONE PROBLEM WITH STORIES OF WAR, earthquakes, and fires is that unless one has personally experienced the pain and destruction, these events quickly acquire the museum quality of history. To those born after the event or too young at the time to understand, they seem like embalmed exhibits of marginal value.

AB 1725 already belongs to the "war story" category. Just recently a letter was sent to a newly hired community college instructor, congratulating him on his appointment and asking him to join FACCC. The letter reminded him that if it weren't for FACCC-sponsored legislation like AB 1725, he wouldn't even have a full-time job. Big mistake. The individual fired an angry note back saying he had been chosen over 300 applicants and five finalists because of his outstanding academic record and ability to teach. He resented the suggestion that a musty piece of legislation, written when he was a teenager, accounted for his success.

This response shouldn't come as a surprise. Since the passage of AB 1725 in 1988, community colleges have hired over 4,000 new instructors, many of whom have little or no understanding of the bill's genesis or purpose. At the risk of sounding like Gramps describing D-day or Uncle Jack the evacuation of Saigon, let's share a brief history lesson.

Nearly two decades ago in 1977, Prop 13, spawned by irate tax-payers, shifted the community college funding base from local property taxes to Sacramento, effectively ending the local control that allowed community colleges to do anything their communities would tolerate. Along with funding, power flowed downstream to Sacramento. The brawl among different factions for influence at the state level — unions, CEOs, middle managers, trustees, classified — grew nasty. Organizations' lobbyists bragged that even if they couldn't pass legislation of their own, they had the power to maim anybody else's. Weakest of all were the Academic Senates, which had only feeble "meet and confer" power that boards could ignore or manipulate.

For the first time, the community college curriculum came under intense, skeptical, statewide scrutiny. Popular courses like "Macramé" and "Getting Inside Your Pet's Head"; demand for recreational PE courses like jogging; and adult education credit programs of questionable substance drew withering criticism from legislators who balked at paying for the expanding programs and swelling enrollments, and questioned the purpose and mission of community colleges. In 1982, the colleges were forced to prune $30 million worth of "avocational, recreational, and personal development courses" from community college course offerings. In a remarkable 1983 power play, Governor George Deukmejian gouged $100 million out of the community college budget and kept it hostage until liberals caved in and imposed tuition beginning in Fall 1984. He claimed the fees ($5 per semester unit/$100 max per year) would make students more responsible and reduce the "revolving door" of no-shows and dropouts. With the combination of program cuts and fees, enrollment, which peaked at 1,420,247 students in 1981, dropped to 1,175,685 by 1984 and the long-cherished ideal of a free education for all of California's citizens was officially dead.

Community college faculty, too, came under fire. Evaluation was spotty and ineffective; tenure certain and swift; and for purely economic reasons, part-timers gradually displaced full-timers to the point where the youngest members of many divisions were in their forties and fifties. One 1985 study predicted that if core faculty were not renewed, 40 percent of all instructors would be in their sixties by 1994. Reformers also believed local Academic Senates needed strengthening so they could complete with unions and management and assure sound educational policy.

> AB 1725 streamlined the community college system, strengthened accountability, and provided financial incentives for hiring thousands of new faculty . . .

Local districts, only tenuously controlled by the state Chancellor's Office, routinely ignored state mandates, and some even spun out of financial control, accelerating demands for greater accountability and centralized state control.

At the same time, in the early 1980s, reports of the demographic revolution that would thrust minorities into majority by 2000 were surfacing. The Stindt study (1985) revealed that even though 34 percent of community college students were minorities, 85 percent of community college instructors were Caucasian.

These conditions and their trend lines alarmed both educators and politicians. In 1984, a citizens' *Commission for Review of the Master Plan for Higher Education* was formed. Its first legislative-mandated task was to study the out-of-control community college system, a process that took two years, involved the testimony of hundreds, and produced reams of recommendations. Conservatives wanted to establish rigorous admission standards, replace local boards with regional ones, have the state chancellor appoint local CEOs, and shift ESL and most remediation to

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adult education. Liberals insisted on open access, providing remediation for disadvantaged groups, and rebuilding the core of full-time faculty with special attention to affirmative action.

In March of 1986, the citizens' commission produced a document entitled the *Challenge of Change*, and in December two special task forces were created, one dealing with personnel issues, the other with finance. The charge: to design changes reflecting the recommendations of the commission. Working closely with a Legislative Joint Committee chaired by Assemblymember John Vasconcellos, these task forces, composed of representatives of all community college segments and chaired by faculty, packaged dozens of complex reforms into an omnibus bill that became known as AB 1725. To the surprise of many who predicted it would never pass because of its multi-million increase in the community college budget and its revolutionary provisions, Gov. Deukmejian signed it into law on Sept. 19, 1988.

Fifty-nine pages long, AB 1725 did not simply reform, it revolutionized the 106 college system. Among many other changes, it:

- ☐ Created a state community college system and delineated the functions of both the state and local boards;
- ☐ Defined transfer and vocational education as the primary mission, remediation as an essential function, and community services as an authorized function;
- ☐ Promoted access and success through matriculation and basic skills programs;
- ☐ Required peer evaluation of all full-time and part-time faculty on a regular basis;
- ☐ Abolished tenure for administrators because its primary purpose is to protect academic freedom, not jobs;
- ☐ Abolished faculty credentials because they were too general and permissive, often allowing instructors to teach with minimal training or outside their field of expertise;
- ☐ Ordered the state Academic Senate to establish minimum academic qualifications for all disciplines;
- ☐ Increased tenure probation from two to four years, thereby eliminating what had become automatic tenure.
- ☐ Mandated the development of local hiring criteria sensitive to student diversity;
- ☐ Established one of the most powerful affirmative action programs in the nation along with a special diversity fund with the statewide goal that by 2005 faculty will mirror the proportion of the adult population;
- ☐ Defined orderly procedures for layoffs, including faculty service areas (FSAs) and competency criteria;
- ☐ Devised powerful financial incentives for hiring new faculty and restricted the use of part-timers with the overall goal that 75 percent of all credit instruction should be taught by full-time instructors;
- ☐ Created a faculty and staff development fund that annually has provided $5 million for training, innovation, and professional travel;
- ☐ Abandoned average daily attendance (ADA) as a funding base and substituted a "program improvement" mechanism which served as a transition to Program-based Funding. It also funded new students at the full FTES (full-time equivalent student) rate rather than the two-thirds rate.

AB 1725 professionalized community college faculty; it provided them funds to keep skills honed and the legal clout to serve as a check on autocratic administrations, thereby achieving a balance of power. It did so by declaring that districts derive their authority from two distinct sources — trustees and faculty:

"The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public...Faculty members derive their authority from their expertise as teachers and subject-matter specialists and from their status as professionals."

Based on this premise of dual authority, AB 1725 distributed power widely among all community college employees, but particularly Academic Senates. It ordered the state Community College Board of Governors to write minimum standards governing local districts that ensure "faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

Heeding the mandate, the state community college board approved regulations in Title 5 that require all local boards to "consult collegially" with senates, which means boards must "rely primarily upon the advice and judgment of the Academic Senate" or absent that, be obliged to reach mutual agreement by written resolutions or policies. It also defined "academic and professional matters" as consisting of 11 distinct areas, from designing the curriculum to creating processes for program review and budget development. In other words, while AB 1725 introduced the concept of "shared governance," it is actually Title 5 that defines the scope and nature of Academic Senate power.

AB 1725 streamlined the community college system, strengthened accountability, and provided financial incentives for hiring thousands of new faculty who reflect the diversity of the student body. Overall, it gives faculty the status and legal power to ensure that the colleges always stay focused on academic excellence and student success. The young instructor who wrote FACCC that he got his full-time teaching position because of his outstanding talent and academic background was only half right. Yes, he would have gotten a job, but if it weren't for AB 1725, most likely he'd be just one more soldier in a vast army of exploited part-timers. Now that's a war story worth telling.

Cy Gulassa is a De Anza College English instructor and a FACCC Board of Governors member. He chaired the task force responsible for AB 1725 faculty reforms.

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What's in store for remedial education?

Now that the California State University board of trustees has decided to phase out most remedial English and math classes over the next decade, where does that leave the community colleges?

The trustees' plan, approved Jan. 24, will reduce the number of students taking remedial classes to 10 percent by the fall of 2007. The trustees hope phasing out these courses will pressure high schools to better prepare their students.

Due to public testimony (from FACCC, other community college organizations, teachers, and students) at hearings a few months ago, the trustees reconsidered the original recommendation that would have eliminated nearly all remedial classes within five years.

Many people in the higher education community have said it's K-12's job to ensure students are adequately prepared in the first place so they won't need remedial classes at the college level.

The original CSU recommendation stemmed from a report that listed the high percentage of freshman CSU students who must take remedial classes to bring their English and math skills up to university level. The report was particularly alarming considering CSU students are culled from the top one-third of high school graduates.

The report given to CSU trustees in January 1995 said 42 percent of CSU freshman require remedial classes in math, and 43 percent need remedial classes in English. Three-fifths of freshman who take math and English placement exams fail one or both tests. The proposal's critics have pointed out time and again that CSU educates two-thirds of California's teachers.

CSU spends about $10 million annually (less than one percent of its budget) to provide remedial basic skills classes. If students turn to the community colleges for remedial education, where will our campuses get the funds to provide the classes?

Should some of the money come from what CSU spends on remedial education?

While remedial education has been hotly debated, educators agree certain students need extra help. The CSU recommendations left alone developmental instruction. Remedial students are those who have taken courses but have not become proficient in those particular skills. Developmental (ESL) students have not had adequate instruction in English and math and must learn those skills for the first time. CSU recognizes the need for developmental education and special help for re-entry students who may not have taken English or math courses for 10 years or more.

The widespread perception that K-12 schools are not succeeding in educating children, and the increasing number of college students who need remedial education, point to a serious problem that educators must address. The causes of this problem may be due partly to societal, demographic and economic forces beyond the control of our educational system. But perhaps the schools and colleges have not changed to meet the needs of a rapidly transforming society.

California's population is becoming increasingly diverse. Immigrants from other countries continue to settle across the state. Many new students are non-native English speakers; others are the first in their families to attend college. A generation ago, they would not have considered it an option.

FACCC believes providing sufficient, high-quality basic skills education is an important function for the community colleges...But how far must the colleges go?

Another factor influencing K-12 education quality could be the lack of adequate financial resources. As the state's economy has soured, California's funding level per pupil has dropped to among the lowest in the nation. Education has not been a clear priority above other interests, such as prisons, competing for scarce resources.

FACCC believes providing sufficient, high-quality basic skills education is an important function for the community colleges, as well as for CSU and UC.

But how far must the colleges go? Will providing more remedial classes to underprepared university students cause the community college system to stray from other areas of its mission? And who will fund the additional classes?

One way to ease the remedial education problem may be through partnerships. The Community College League of California said in a draft policy paper that teaching community college remedial classes on CSU campuses should be "fostered and expanded." It pointed to the "Los Rios Model," in which Los Rios Community College District faculty members conduct remedial classes for UC Davis students on the UC campus. The state reimburses the community colleges for the classes. The benefits include strong ties "between the two institutions, necessary remedial education at reasonable costs, and easy access for CSU students to these important classes."

This article was taken in part from a FACCC board paper written by Ann Blackwood, FACCC's policy analyst.

Tidal Wave *continued from page 9*

education. "Be aware that students either may not want to or cannot come when we want to teach...," *The Future* said. "They may not want to or cannot travel to our campuses...Students need to know up front how much it will cost to get the job they seek and how long it will take to prepare for it...Increasingly, they are not willing to stay on our schedule or follow our program design...They are not willing to sit through our lectures...Learning-oriented students will demand multiple learning and teaching formats...For the most part, they are not coming as prepared with the skills we want or require."

What does the state think the students will need? It seems certain the shift toward a more technological society will continue. As the use of technology works its way into every aspect of economic life, students will need new skills to be successful. "Clearly, increased emphasis will be placed on communications and information processing technologies; more on services, less on manufacturing," the Chancellor's Office predicts.

That office identifies areas that will motivate California's economy, and thus suggests areas for educational development. "Foreign trade (particularly with Pacific Rim countries), high technology manufacturing, professional services, and tourism and entertainment will push the state's growth. The number of jobs in computer services, pharmaceuticals, publishing and motion pictures will continue to increase, while jobs in metal products, aerospace, aircraft, and defense will continue to decrease."

Who else will be trying to meet the needs of these students? The California Community Colleges are not the only sources for education and training, particularly in information technology. Already, private vocational schools and others are offering classes to students away from the traditional college campus. The trend of home-based (via computer and TV) and worksite-based education will likely increase and capture students that traditionally would have come to the community colleges.

In addition, the uncertainty about workforce preparation funding has encouraged more local alternatives to community colleges, such as Private Industry Council-sponsored classes and private vocational schools like Heald and Phoenix. While many of these sources will provide short-term training, rather than vocational education, students who qualify for assistance may be required to pursue that route. Both the possible diversion of funds, as well as the potential diversion of students, could harm vocational programs.

How can the community colleges prepare for Tidal Wave II? In addition to anticipating students' needs, designing curriculum to meet those needs, and in some cases changing the mix of classes offered, the demand for additional services is predictable. For example, increased demand for assessment seems apparent to determine how to best serve the new student. A greater need for tutorial services may occur, particularly for students whose first language is not English or who are taking remedial classes. Coupled with this is a need to begin teaching students and faculty how to use new technology, which will require an investment in equipment.

High school teachers have said they want more and better communication between high schools and community colleges, including, perhaps, co-mingling of professional staff. In addition, they verify that with students' changing attention spans, the role of facilitator seems to be more effective than the role of lecturer. High school teachers see the need for ongoing articulation efforts and feedback about their students' performance at community colleges, *The Future* said.

It may be time for faculty to look at some of the more successful alternative delivery systems, like distance education, and determine how to craft a system that uses the diverse talents of its faculty. This will require state-level support to provide professional development funding so that faculty can prepare for the step into this new arena. We might also look at different locations for offering educational, academic, and support services. We can't overlook the potential of re-examining the academic calendar and class scheduling. An engaged adult learner's needs do not necessarily correlate with the traditional college schedule. Maybe we could effectively offer some of the curriculum in open-entry, open-exit programs.

Many college vocational programs might benefit from fine-tuning to meet student and industry needs within the changed economic environment, and to address more of the students' short-term training demands. We must learn how others provide educational services that compete with ours. For example, how well do individualized instruction programs work at places like Phoenix University? Can community colleges develop a system to deliver learning on demand?

The colleges may also need to form partnerships with industry to acquire educational technology. In developing this external support, a more regional approach to community college services may prove worthwhile. This would permit regional development of specific technologies for students from more than one district.

A wealth of opportunity exists for faculty as we anticipate and prepare for Tidal Wave II.

Deborah Sweitzer is chair of the Applied Technology department at Santa Rosa Junior College and a FACCC Board of Governors member.

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Generation X

Today's students are more cynical, pragmatic than Baby Boomers

By Michael D. Lee

If you are an instructor born before 1964 and have been teaching for more than a few years, you've noticed that students are not the same as they were a decade ago.

Since around 1982, you have been meeting a totally different breed of student in your classroom — the "Generation X" (Gen-X or Xer) student. This group of people born after 1964 are nothing like anyone else you have taught before.

Most instructors are "Baby Boomers" born between 1946 and 1964 and are dramatically different from their younger Generation-X students. To understand how to motivate and relate to your students, you must understand what makes them different.

First of all, Xers treat community colleges less seriously than Boomers. We Boomers were often able to obtain decent jobs after finishing a two-year associate's degree and certainly expected to get a superior job after receiving a four-year degree.

Xers must stay in school longer than any of their predecessors to get any job other than flipping burgers. Today, a BA or BS degree is like a high school diploma and is the bare minimum requirement for many jobs.

Did you ever notice that this new breed of student is more cynical than its predecessors? The current decline in the economy and upsurge in divorce is partially to blame for their attitude. It is also the first generation in American history that expects to have a lower standard of living than its parents.

It is also the first generation in American history that expects to have a lower standard of living than its parents.

Adding to their cynicism is the fact that the main influences on Xers are: crime, guns and drugs. Boomer instructors were not confronted every day of their youth with kidnappings, missing children, drug wars, armed robberies in grade school, drive-by shootings, teenage suicide or gangs. Is it any wonder they live only for the moment and are not future-oriented?

Threats from a school bully may have made Boomers miserable, but their lives were not threatened. A recent survey revealed that over 80 percent of school-age children fear for their lives at school.

On the other hand, Xers are not as materialistic as Boomers. They value relationships over possessions. They are more comfortable with technology like computers, VCRs, and CD players, having been raised with them from birth. It also makes them more open to innovation and change.

Boomer instructors often point to Vietnam or Woodstock as high points in their lives. Unfortunately, Xers are too young to remember Vietnam or even Woodstock. What affected them was the high-tech Persian Gulf war.

Even Xers music is different. Boomers like rock and roll while Xers like rap or hip hop.

Boomers have developed a peculiar blindness to Generation X. We all want to think of ourselves as young. As Boomers, we hold most of the top and mid level corporate and government jobs. We earn the largest salaries, own the most expensive homes and wear the best clothes. Boomers run the banks and the media, so while we are rich and powerful, we are not necessarily young.

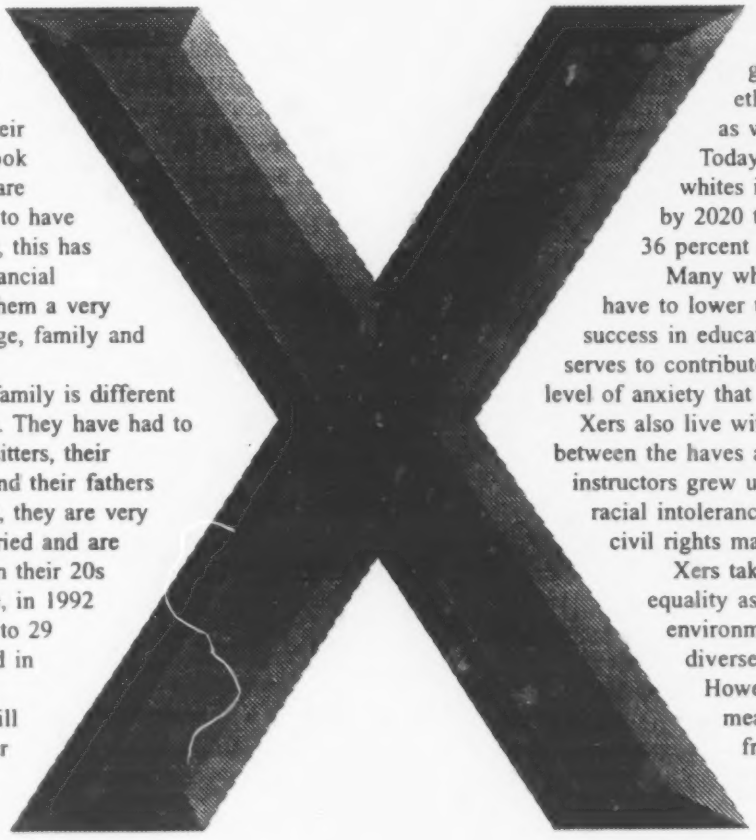
Boomer instructors are idealists who never hesitated to challenge the *status quo* to put forth their ideals. To achieve our goals we have interrupted government ceremonies, political conventions, demonstrated for political causes, marched, picketed, sat in at recruitment centers, nuclear power plants, and abortion clinics. We have prided ourselves in being able to bring social change.

Therefore, it's ironic that the generation that believed in sex, drugs, and rock and roll has emerged to become one of the most repressive and reactionary generations this country has ever seen. Some who smoked marijuana freely now won't allow a cigarette within 25 feet of an office building.

In contrast, Gen-Xers are streetwise, pragmatic and suspicious people who tend not to take their Boomer instructors very seriously. In light of the above contradictions exhibited by the Boomer generation, is it any wonder they doubt our sincerity?

Xers are used to complete equity between men and women and find discussions on this subject boring.

In My Opinion...



Boomers are used to complete inequality between the sexes and want to discuss the topic to death.

Also contributing to their increasingly negative outlook on life is this reality: Xers are twice as likely as Boomers to have divorced parents. For many, this has resulted in poverty and financial insecurity. This has given them a very different opinion of marriage, family and trust.

The Xer definition of family is different than any other generation's. They have had to get used to life with baby sitters, their mothers with boyfriends, and their fathers with girlfriends. As a result, they are very cautious about getting married and are much less likely to marry in their 20s than Boomers. For example, in 1992 over half of adults ages 18 to 29 had never been married and in 1994, 46 percent of single twenty-somethings were still living at home with Mom or Dad.

Most Xers would prefer to be out on their own, but can't for four major reasons: 1) They are insecure about their future and cautious about relationships; 2) There is relatively little pressure from parents to move out and it has now become socially acceptable for Boomers to have adult children at home; 3) Living at home lets Xers cope with poor economic prospects without sacrificing their taste for luxury; and 4) Xer women do not expect to be supported by their husbands so are under less pressure to find a husband.

Xers do not work because they are seeking a career. They work to gain a sense of independence and security.

Xers usually start working in high school, then in summer during college and right after graduation. High school students of the 1980s and 90s are working longer hours for less pay than any previous generation. Unfortunately, work hasn't necessarily brought security with our current round of corporate downsizing, higher tax rates, increased government regulation, and a transition to a service-based economy.

The stagnant state of the American economy over the past 10 years has sent them flocking toward higher education in record numbers. This obviously impacts the community colleges.

Boomer instructors are used to having to teach cultural diversity. Gen X is more diverse than any other previous generation, not only ethnically, but culturally, as well as economically. Today, the number of non-whites is over 25 percent and by 2020 they are expected to be 36 percent of the population.

Many white male Xers will have to lower their expectations for success in education and business. This serves to contribute to the overall high level of anxiety that Xers feel.

Xers also live with a greater disparity between the haves and have-nots. Boomer instructors grew up in an atmosphere of racial intolerance which resulted in civil rights marches and riots.

Xers take racial and sexual equality as a given because their environment is often racially diverse from childhood. However, this does not mean that everything is friendly between Xers of all races and cultures. Xers experience racial strife in their own way in the form of gang wars and drive-by shootings. They are painfully aware that tolerance has not eliminated racism.

A major problem for Boomer instructors is the decreasing attention span of Xer students. Instructors will have to incorporate different teaching media into the classroom, including audio and videotapes, and computer projection.

Generation X wants school and work to be a fun, social atmosphere. Instructors and colleges that are able to integrate these aspects into the curriculum will be more successful in attracting and retaining Xer students than those that ignore generational differences.

Michael D. Lee is chair of the Television Arts Certificate program at Diablo Valley College. He presents corporate seminars on "Managing Generation X Employees."

"In My Opinion..." is a forum for faculty members to address community college issues. Essays represent the sole opinion of their authors, and do not necessarily reflect the views of the FACCC Board of Governors.

Interested in writing a rebuttal to this essay? Contact Editor Katherine Martinez at (916) 447-8555 or e-mail writefaccc@aol.com.

Voices

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technical. The humanities may well slip aside as well as the cultural programs, and we're going to come back to a more technical field." — **Daniel Galant, 37, Television**

- *"In the next 15 years I see the community colleges being a lot more crowded. The university systems are getting ridiculously priced, people are beginning to realize that a high school diploma isn't enough, so you have people that are going to come here whether or not they are going to transfer out but they are getting more education."* — **Shannon Lewis, 18, Dentistry**

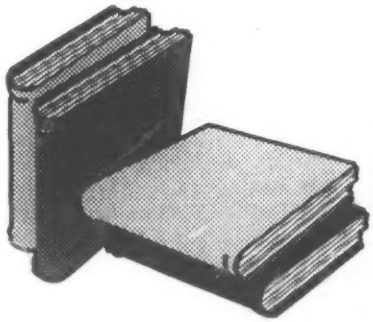
- *"...Maybe in 20 years there will be more learning through computers at home, not at school, but you'll meet the instructor in class and get grades and other questions answered face-to-face."* — **Arthur Yee, 20, Film**

- *"The community college will be the only way people can get their lower division classes because of increasing enrollment at state schools and UCs so I think enrollment will be way up in the future and it'll be an invaluable way to get your lower division classes."* — **Dan Mitchell, 23, Television.**

- *"They're going to become more for re-entry students. An accessible way for reentry students, like myself, to get back into education. I think more and more you're going to have older students in here going back and getting their degrees and it's a great way to start to get to your four-year UC system or the Cal State system."* — **Brent Iverson, 31, Meteorology**

The following responses are from Chaumonde Porterfield-Pyatt's fall music appreciation class at College of the Sequoias:

"Lectures will be available on video with papers handed in by fax and phone...In general, music will be part of a multifaceted audio-visual world. As is the case already, CD-ROMs provide an interaction between listening and learning. The separation of technologies will become obsolete, as a full integration of the senses takes place." — Hughien Buller



"...It will take until 2010 to integrate computers into the classrooms. Teachers will still be needed in order to keep peace in the classroom...the U.S. will still trail behind many other countries like we do presently. More people will be computer literate. Children might actually be teaching the adults." — Mitchell Young, 20

"Multimedia technology will be used to assist the teacher but not replace the teacher...College students will have greater interaction with their professors. Humaness will prevail!" — Kathy Hart, 49, Psychology

"What I would like to see in education in the year 2010: 1) More home schooling, 2) Less students to a classroom, 3) More ways for kids that aren't motivated by regular ways of learning, to be stimulated to learn." — Anonymous, 47, Sociology

"Administrators will have to come to the realization that children need the basics. All of us will have to realize we can't keep cutting our school budgets and expect them to keep the standard of learning up. If we are going to have a public school system, we will have to be willing to pay." — Bonnie Conn Kunkleman, 38, Nursing

"It will either be computer home study or TV video lectures, because of all the budget crises. And because of safety reasons, people probably won't want to come to class anyway. I think that there will be a lot of violence out there in that year..." — Rosalie Velazco, 25 Child Development

"I hope educators will be paid more than they are at present. This may encourage respect due them, and improve education. Also, I will have my teaching degree by then, and better able to pay off school loans with the higher pay I would receive." — Dena Luttrull

"In 2010, the use of the Spanish language will be more prevalent. The Pledge of Allegiance will be recited in fewer and fewer classes. There will be more and more graduates who can't read or write." — Jason Hipp, 21, Liberal Studies

"Technology is a tremendous plus but we need to remember the basics. Things still need to be done manually. The real education comes from the teacher who extends that extra hand!" — Michelle Requejo, 24, Sociology

Visions

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offerings are available, and higher enrollment fees! One of the biggest impact on students is a teacher. A good teacher can make a world of difference..."
— Deborah Choi, 20, Nursing

✪ "In the year, 2010, I think community colleges will be like high schools for older people! I can honestly say that some of the classes that I've taken in college are easier than the ones I had in high school!

"...In the year 2010, perhaps instead of buying books and pamphlets, we will be buying video tapes and cassettes from the college, bookstore, or computer store! Only chemistry, biology, and P.E. teachers will keep their jobs, while the Math and English and music department will get rid of its fine teachers and become partners with IBM.

"To be pessimistic is not my choice, but a fact we all have to face!"
—Talin Halabi, 20, Political Science

✪ "...since students prefer going to these colleges rather than expensive universities, a new law will be passed which allows students to earn their masters and BA degrees [at community colleges]. More students would be transferring from high schools without diplomas because they will have a new college level examination (similar to Advanced Placement exams)... Also, financial aid would be offered not only to low income students but to working students." —**Ani Gurunlian, 19, Law**

✪ "In the year 2010, I feel Glendale Community College, will not be that much different. That's only 15 years from now. We might have less instructors, due to technology, not that I think that's a good idea, but maybe then we'll have more to offer our students (not that I'm complaining). Also, maybe someone will get a bright idea and put escalators from the parking lots to the school, that would be great."
— Monica Castillo

✪ Community colleges will be much more advanced. Community colleges will offer many more classes in different fields and specialize in some type of career. I think it'll be like a vocational school or something like ITT Tech. Community colleges will also be a lot bigger, more like a little university rather than a big high school. College will be more serious and because of the competitive fields, in studies and transferring, a lot harder." **— Ayla Thomassian**

"...since students prefer going to these colleges rather than expensive universities, a new law will be passed which allows students to earn their masters and BA degrees [at community colleges]."

✪ "I think Glendale College will be pretty much the same as it is now. I think it will still be an excellent school to attend, it will have a great variety of classes, many major choices and also it will still be a place where different kinds of people come together, people from different countries, different ethnic backgrounds, cultures and customs. In addition, I think that by 2010 G.C.C. will be a bigger and more technologically developed campus. On the other hand, as the recession is going now in California, I think that by 2010 the fees and tuition will be sky high and unfortunately this will cause many people to drop school." —**Consuelo Quintanilla**

✪ "Glendale Community College will be a busy place filled with different kinds of students from different-distant places, who would take classes required for career choices. Glendale Community College would have more students, more buildings and less parking. Glendale Community College should open more choices of different classes to be closer to career goals." —**Audrey Arakaki**

✪ "I would like community college to be a little bit bigger. More fun and the classes to be easier and everything done on computer. I will like this college to be successful and wealthy and to have television instead of teachers. I want it to be beautiful and especially good looking."
— Claudia Reyes

✪ "Glendale Community College will be a fun place to be for a couple hours. First of all it will have elevators to get to the classrooms and also to get to the parking lots. More parking places available just outside our classroom. More friendly teachers as we have now. Flowers all around the campus so we can feel at home." — **Estee Valdez, 22, Nursing**

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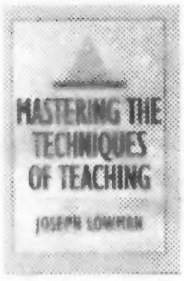
Book Review



JB-13 *Mastering the Techniques of Teaching.* By Joseph Lowman. Jossey-Bass Publishers. 312 pages. $32.00. Member price: **$27.00**

Reviewed by Lois Yamakoshi

Since many college instructors first enter the classroom with no formal courses such as "Teaching 101," one may find that knowledge alone does not make for an excellent instructor in the community college classroom. Although Lowman interviewed outstanding instructors at four-year institutions, the insights he gained and the suggestions he shares could be adapted to the community college setting. The author states that this book puts emphasis on three topics: learning to speak well before student groups, promoting motivating relationships with students as persons, and enriching classes by frequent - but not exclusive - use of alternative formats. The main format is the lecture mode with alternative formats including discussion, active or cooperative learning, and multimedia presentations.

Particularly during the first half of the book, Lowman is speaking to the novice instructor. He describes what to expect during that first semester of teaching. In fact Chapter Five, he stresses the lecture mode wherein the author describes how to prepare lecture notes, use of handouts and how to use the blackboard. Chapter Nine discusses evaluating student performance, grading. One can read about types of exams: essay, multiple choice, true-false, matching, short answer. He also includes lists compiled from various sources such as the five myths concerning evaluation or seven ways to minimize the liabilities of essay exams.

The list I found most useful was the author's descriptions of exemplary teaching in terms of intellectual excitement and interpersonal rapport. Now that peer evaluation is a shared responsibility of all community college faculty, I have additional phrases to describe the teaching I observe.

Unfortunately, most of Lowman's research and references come from classrooms where students have academically qualified for a four-year college. Hence, there is little or no mention of the underprepared student or the student-at-risk.

There is brief mention of computer technology or distance learning as a mode of instruction.

There is an exhaustive list of references for staff development coordinators who seek written material for new instructors. Therefore I believe this book would be of most interest to new instructors and staff development personnel.

Lois Yamakoshi is a math instructor at Los Medanos College and a member of the FACCC Board of Governors.

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JB-15 *The Invisible Faculty: Improving the Status of Part-Timers in Higher Education,* by Judith M. Gappa and David W. Leslie. Provides a "stunning portrayal of the complexities of part-time faculty and their working conditions," according to one reviewer. Based on 467 chief academic officers, deans, department heads, and full-and part-time faculty members at 18 institutions. The book also offers 43 specific recommendations to help colleges invest in the use of part-timers as valued human resources who contribute to the quality of education. $32.00. FACCC Member Price: **$27.00**

JB-16 *Diversity and Motivation: Culturally Responsive Teaching,* by Raymond J. Wlodkowski and Margery B. Ginsberg. Provides teachers with sensitive and practical help in working effectively with culturally diverse groups, offering a set of eight guidelines to revise syllabus and assessment formats, form cooperative collegial groups... for implementing a culturally reponsive pedagogy. FACCC member Charles Donaldson said in his review the book "stresses an attitude of success" and that "the ideas suggested can be stimulating. Some checklists credited to Kate Kinsella appended as a resource seemed particularly worthwhile in suggesting ways to keep ESL students involved in classroom activities." $32.00. FACCC Member Price: **$27.50**

JB-13 *Mastering the Techniques of Teaching,* by Joseph Lowman. New edition of this excellent 1984 resource contains 140 new references acquired through a wealth of additional research. Presents a learning model that details the relative strength of six sources of influence on what and how much students learn in a college course. $32.00. FACCC Member Price: **$27.00**

JB-14 *Educating a New Majority,* by Hope and Rendon. A new vision of educating diverse peoples is needed if we are to tap all of our country's potential so that we can continue to prosper in the global arena. Advocates for change within the school, and for building partnerships between schools and postsecondary institutions and community organizations. $36.00 FACCC Member Price: **$31.00**

OS-10 *Windows 95 Made Easy,* by Sheldon. Explore the power of this new state-of-the-art operating system. Don't be left behind! $27.00. FACCC member price: **$22.50**

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Retired faculty groups open window to colleagues, benefits

By Sherill Moses

Retired faculty members don't have to abandon the many friendships and social relationships they developed during their teaching years.

Besides using such obvious means of keeping friendships alive as letters, telephone calls, and e-mail, there are organizations retirees can join that provide opportunities to renew and develop friendships, and that seek to protect and enhance retiree benefits.

An organization that is capable of becoming especially effective in providing personal contact with peers and numerous benefits is your college's own Retired Faculty Association.

As a member of the Cerritos College Retired Faculty Association (CCRFA), I can describe some of the history, goals, activities, and benefits that have made our association quite successful and very popular with our college's retirees.

Cerritos College, now 40 years old, has had just over 200 retirees. Of the 175 surviving retirees, over two-thirds of them are members of CCRFA. Almost all of our members have attended our spring and fall luncheon meetings at one time or another. Our luncheon meetings are socials which provide 45 minutes of socializing before a 45-minute business, meeting, and then more socializing during lunch. We have tried presenting luncheon programs and entertainment, but our members prefer instead to visit with one another.

> Our wallet-size ID and benefits card doubles as a ticket to all campus sports events and theater productions....

Between lunch courses, speakers provide information, such as updates by the college president or the faculty Senate president. At our last meeting, our speakers included FACCC President Jane Hallinger and FACCC Past President Erna Noble.

Professor Emeritus Oscar Littleton founded our retired faculty association in 1982. Its purpose is "to promote the welfare of Cerritos Colleges' Emeritus Faculty members, to provide them with services and social activities, and to handle matters arising from the retiree's relationship with Cerritos College."

The association may be somewhat unusual among retiree associations in that, besides keeping our membership dues just $5 per year, our leaders try to obtain an additional benefit or service to present to the members at the spring and fall luncheons. (Chances are, other retired faculty association could obtain many of these services).

During the administration of our first four presidents, our luncheon social meetings evolved, we adopted a constitution, we appointed legislative and courtesy chairmen, and we began an association newsletter. During the next two administrations, we added entertainment, door prizes, and portrait photos for a permanent album.

Subsequently, we won the right from the Academic Senate to have retired faculty members represented with a vote. "Senate Representative" became a CCRFA-elected officer, charged with the responsibility of attending Academic Senate meetings and making a Senate report at each of our meetings.

Next came our wallet-size emeritus faculty identification and benefits card, which doubles as a ticket to all campus sports events and theater productions. It also serves as a library card and provides discounts on community education offerings. Other projects that followed were a college parking permit, and a regularly updated address and telephone directory.

Briefly, other benefits include a permanent, accordion photo album of mounted 4x6 color portraits of our members displayed at each meeting, a reproduced 25-year-old faculty photo album, membership on the Cerritos College Foundation Board of Directors, and a complete CCRFA history file. Our latest benefit, which will be announced at our spring luncheon, is free access through the college to the Internet and the World Wide Web.

Besides securing benefits for our retirees, service and support are other goals. We support FACCC and California Retired Teachers Association lobbying efforts, the Cerritos College Foundation's activities, the college library's funding drive, and other projects. We provide institutional history to Academic Senate and college committees, and retirement information to faculty members considering retirement.

For their dues, members who do not attend a luncheon receive mailed packets containing the newsletter, the Senate report, minutes, and other disseminated information.

What members seem to like most about our association is our goal to keep it informal and socially-oriented, while at the same time providing additional benefits and services at a minimal cost.

Sherill Moses is president of Cerritos College Retired Faculty Association, and is Professor Emeritus, Political Science. He taught at Cerritos College for 26 years and retired five years ago.

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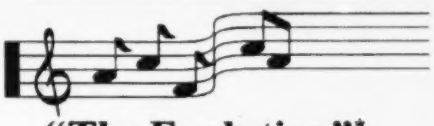

"The Evalution"*

By Michael Zilber

To paraphrase Mark Twain, this is a work of fiction. Anyone attempting to find a motive will be prosecuted. Anyone attempting to find a plot will be forced to sit in a straight-back chair and listen to someone lecture for three hours about group learning.

A Nil Mann looked up grimly, stroked his stylish, yet moderate and neatly-trimmed white beard and shook his head. It was time for another evaluation of the new jazz instructor, Mal Content. A. Nil Mann had just returned from a secret consultation with Dean Clouseau about Content.

"Remember, Mann, this Mal Content has to be stopped. He's taking students to concerts, playing them music, bringing jazz groups into class —they're laughing, smiling. I believe they may be enjoying this."

The following is A. Nil Mann's evaluation of Mal Content's class: "7 p.m. — Arrive at Mr. Mal Content's class. Seven of the 52 student in this section have not yet arrived, and yet Content recklessly starts the class. Note: Give Content flex workshop handout on proper attendance procedure. Five black men, I mean Afro-Amer-I mean African-American people of the male gender are standing with Mr. Content at the front of this room. They are holding musical instruments of various descriptions. Displaying startling cultural insensitivity, Mr. Content does not acknowledge their very strong cultural identity when he addresses them. Note: Give Mal Content flex workshop handout on code-switching in the classroom.

"7:10 p.m. — It is 10 minutes past the start of class and Mr. Content is only now introducing the musicians, whom he explains have been doing something called tuning for the past five minutes. Note: How are the students responsible for this "tuning" knowledge? The panic on the faces of the abandoned and rudderless students are only barely masked by their smiles. The band of interlopers is the Miles Davis Quintet, a group Mal Content tell us is considered the most important jazz group of the day. Where is the supporting documentation for this bald assertion? Are we to take Mr. Content's word for it?

"7:15 p.m. — The Miles Davis group has launched into a strange and bizarre rendition of "Bye Bye Blackbird" — a song I remember fondly from my CYO sock hops. These obvious impostors are distorting the melody beyond recognition, play a beat it is impossible to tap a toe to, let along dance to. Note: How will the students be tested on this? What methods will be used to measure the outcome of this class session? It is evident that anarchy reigns here.

"7:27 p.m. — The song, if you can call it that, has ended. I remember receiving a flex workshop handout on the Stockholm Syndrome, and it is obvious that the students have fallen under the spell of the Miles Davis terrorists.

"7:38 p.m. — Nearly forty minutes have passed and not a single note has been taken by the students, Content has written nothing on the board and there has not been one transparency projected on screen. How are our visual learners supposed to get anything of value out of this dubious musical exercise? Note: Propose to curriculum committee that music classes stop their bias toward the aural learner.

"7:51 p.m. — After another interminable desecration, this time of "My Funny Valentine," the song I almost danced to at my senior prom, Mr. Content is interviewing Mr. Davis who rambles on interminably about such obscurities as Charlie Parker, Duke Ellington, and John Coltrane. The jazz teacher's strategy is naked before the world now. He will do anything to avoid teaching. Where are the lecture notes? I am supposed to evaluate Mal Content's teaching, not the music of Miles Davis. Note: Make point of supplying Content with educational video catalogue with the "Story of Dixieland." Much more appropriate to play this video, especially for our distance learners.

"8:05 — After padding with another piece from the Miles Davis group, some tuneless dreck called "All Blues," Content the prestidigitator pulls another rabbit out of his non-teaching hat — opening the floor to questions from the students. What a flimsy ploy to avoid teaching. In the 15 minutes before the break, Mal Content calls on only 17 of the 49 students present (and he still hasn't called attendance). This teacher clearly doesn't have the skills to draw out the shy, withdrawn students in the class, and I think a surprise mini-quiz would be in order at this point to test the students on what they have learned. Instead, Mal Content keeps kissing up to this Miles Davis, who, incidentally, seems to be vocally challenged.

"8:15 p.m. — I leave the classroom a shaken Mann, steadfast in what I must do. The smiles, roars of laughter and applause from the students disrupt a sober classroom experience, and I have no information from Mr. Content on how the students will be responsible for the suspect musical concert they have just endured. He seems to be under the impression that his cheap entertainer's charisma is an acceptable substitute for a tightly-scripted lecture. If we are to start bringing music into our classrooms and having our students enjoying our courses we may as well just move the school to the night clubs and start charging for drinks. I, for one, will stand firm here, with my finger in the anarchic dike (Though in these sensitive times I sincerely wish that there were another metaphor besides dike I could employ. Oh well, there is always that flex workshop coming up on expanding your vocabulary). *Faithfully reported, this 31st day of November, 1984, A. Nil Mann.*"

Michael Zilber is a jazz/woodwind instructor at Los Medanos College.

FACCCTOTUM

Learning

Draw from others the lesson that may profit yourself.
— Terence

I am still learning.
— Michelangelo

The mind is slow in unlearning
what it has been long in learning.
— Seneca

The best mind-altering drug is truth.
— Lily Tomlin

Words are a form of action, capable of influencing change. Their articulation represents a complete, lived experience.
— Ingrid Bengis

Never hating, never resisting, never contesting, she is simply always learning and being.
— Lao-Tsu

A good listener is not only popular everywhere, but after a while he knows something.
— Wilson Mizner

Rule your mind or it will rule you.
— Horace

Never get so fascinated by the extraordinary that you forget the ordinary.
— Magdalen Nabb

What a sense of superiority it gives one to escape reading some book which everyone else is reading.
— Alice James

We grow in time to trust the future for our answers.
— Ruth Benedict

Fiction reveals truths that reality obscures.
— Jessamyn West

Learn the wisdom of compromise, for it is better to bend a little than to break.
— Jane Wells

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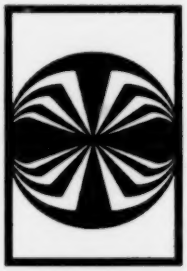

Faculty of the Future _____ page 10

We start out with a few statistics, then let your colleagues cover a wide range of faculty issues. What do actors and teachers have in common? Find out about teaching as live performance. How did Tech Prep save a journalism instructor's career? Our contributors also cover vocational education, sequestered college information, life as a new faculty member and successful teachers.

FACCC Conference _____ page 16

State Controller Kathleen Connell wowed a lunch audience with her plan to link the colleges with emerging industries. State Senator Bill Lockyer elicited laughs with a satiric rumination on "If Politics Were A Garden." Assemblymembers Jim Brulte and Phil Isenberg showed how old political labels don't work anymore. And Assemblymembers Denise Ducheny and Brooks Firestone rapped with Executive Director Patrick McCallum.

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WHAT'S NEW/WHAT'S NOT

"This is not a professor." A computer monitor? Certainly not. Faculty of the future will still be human beings. This year's conference theme, Realities and Challenges Facing the California Community Colleges fits right in. What's it going to take for good teachers to meet their students' changing needs? Our contributors have an idea, in their exploration of issues facing faculty of the present and future. We always welcome your comments. Please feel free to call, write, fax or e-mail.

COVER DESIGN: Katherine Martinez

FACCCTS

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FACCCTS is the journal of the Faculty Association of California Community Colleges, Inc. (FACCC), a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty. FACCC also advocates on behalf of faculty to encourage policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education. *FACCCTS* is published a minimum of four times during each academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. The primary purpose of *FACCCTS* is to provide a forum for faculty and the California Community Colleges "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC, its Board of Governors, general membership, or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and/or edit all text as deemed necessary. For a copy of current writers guidelines, please call the FACCC office at (916) 447-8555, e-mail faccc@aol.com or write to: Katherine Martinez, *FACCCTS* Managing Editor, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Visit our Web site at http://www.faccc.org

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Letters

Grand mouse has roar and bite

Not long ago, a California Teachers Association publication headline labeled FACCC as "the mouse that roared." The title was meant to be disparaging, but actually, to those who know the story of that roaring mouse, it was remarkably apt — and complimentary.

The Mouse That Roared is a 1955 novel by Leonard Wibberley that became a popular movie. The "mouse" is the tiny Duchy of Grand Fenwick, driven to war with the United States because California vintners claim to produce Pinot Grand Fenwick, the wine that is the little nation's only profit-making export.

Fenwick rents a boat to carry an expeditionary force of its soldiers to the U.S. where they promptly capture a U.S. general, a nuclear scientist and his deadly Q-bomb and assorted New York policemen. With the Q-bomb in Fenwickian hands, the U.S. surrenders.

But the story doesn't end there. The courageous Fenwickians prove to be sagacious negotiators and force both the U.S. and the U.S.S.R. to dismantle their atomic weapons and agree to coexist peaceably. Fenwick unites all the little nations so no one can use the Q-bomb for tyranny.

When you consider FACCC's accomplishments for community college faculty, the parallels with fictional Grand Fenwick become too obvious — but apparently not obvious to the not-too-well-read.

FACCC is a professional association that works for all community college faculty, whether their bargaining agent is the CTA, AFT, AAUP, or a local independent union. Compared to giant unions, FACCC is small, but its accomplishments have been great and have benefitted all. It complements the bargaining agents; it doesn't compete with them.

So why is the staff of the California Teachers Association, a former professional association turned giant union, so irritated by FACCC taking credit for the things it has done? Perhaps it is because the "mouse" has more than a roar. It has bite. And, as a result, the community college faculty voice has not been muffled when Sacramento discusses educational funding.

Courage, intelligence, and demonstrated trustworthiness allowed the tiny Duchy of Grand Fenwick to play a major role in world affairs in *The Mouse That Roared,* and the same qualities have worked well for FACCC in the real politics of California.

Charles Donaldson
English/journalism instructor
Santa Monica College

Silent generation often ignored

Michael Lee's discussion of Gen X (February 1996) is all too typical of those who are slowly discovering the importance of generational configuration in American social history and contemporary political life.

Most college instructors, especially the males, are not Boomers; nor do the Boomers control the media, have the most money, power, etc. As usual, the Silent Generation has been overlooked, but of course that is a characteristic of that generational cohort. Born between 1927 and 1945, plus or minus, the very small Silent Generation are now about 51 to 69 years of age, with the mid point being about 1934 and 62 years of age. Except for the digital industry, and the White House, though the Clinton crowd acts more like Silents than they do Boomers, Silents are everywhere else in power. Try Alan Greenspan and all the rest under him.

After 1999, to be sure, the exit of the Silents from the American economy will become a torrent. It will then be up to the Boomers and Gen Xers to try and rebuild, restore and clean up an America trashed and mortgaged by the GIs and Silents for their (in general) narrow and greedy self interest.

Chuck Jorgensen, Publisher and Editor of Millennial Files
http://www.mmmfiles.com
Los Angeles Valley College
via the Internet

Editor's note: For a rebuttal to Lee's essay, see page 30.

Transfers should meet guidelines

From a letter to John McFarland, re: "Abandoned Vision," Nov/Dec 1995.

I read your article with eager interest...While California's community colleges are different from City College of New York, they share some things in common. Both have an open admission policy. The policy served both types of institutions well when most students who came were fairly well prepared to do what was asked of them. Beginning around 1970 academic performance went into a steep decline. It leveled off during the 80s, but has never recovered.

...Far too many of our community college students today are attempting courses for which they are inadequately prepared. The courses wind up serving as their own prerequisites. This has two effects. 1) Our vaunted "open door" policy becomes in effect, a revolving door. Despite AB 1725 and umpteen student service programs, failure is built in to our system. 2) It is hard to create a college experience in an environment where half or more of the students are in serious trouble. Explanations take longer with less effect. Students are less responsive; there is less give and take; they are less able to be of help to each other.

FACCCTS *welcomes letters via regular mail, fax (916) 447-0726 or e-mail (faccc@aol.com). Please keep letters brief and include your name, address, and daytime phone number for verification.* FACCCTS *reserves the right to edit letters for length and clarity.*

Letters

Education isn't just teaching; students also contribute a lot.

By now you may have discerned that I am in partial agreement with Traub. CCNY may be no place for poorly prepared people. I am not prepared to make such a blanket statement about our community colleges. They are comprised of many types of programs and populations. But I am prepared to make such a statement about our college transfer curriculum (or at least a considerable part of it). So many of my colleagues have severely curtailed or eliminated written components in their courses rather than face another pile of illiterate and/or unfathomable "essays."

Requiring that people demonstrate literacy and language competency (perhaps something like an old Subject A exam) may seem harsh — at first. But I suspect once word gets out, it would do more than a whole educational conference's worth of proposed reforms to move the high schools to shape up. As it stands, a student can get through high school without doing "diddley squat." And why should they do more, they're still going to get to go to [community] college. What if we said, "you can still get through high school without doing diddley squat, but then you don't get to go to college, at least not the transferable part."

Word travels fast. Some people might start running a little more scared a little earlier and not waste so many years of their lives, so much of their fellow student's time, and so many tax dollars.

Robert Peirce
Associate Professor of Life Sciences
Pasadena City College

Mr. Fletcher's Opus

Mr. Holland's Opus, what a movie. Richard Dreyfuss' performance, like that of Mr. Holland, was magnificent.

Mr. Holland's musical composition played so beautifully. During my lifetime I, too, have written a composition in the field of business administration. As I sat watching the story unfold, I cried as I reflected on my past 16 years as a professor at El Camino College. What I do is important! Joseph Addison, the English essayist said, "What sculpture is to a block of marble, education is to a human soul."

Educators do make a difference and in ways that cannot be easily measured. Just today, I received a call from a Los Angeles police officer who was a student of mine 10 years ago. He wants me to investigate his mother's legal case. What an honor to have students of a decade ago calling me for legal consultation, or just to say hello. That student showed me such immense respect by his call...

Currently, administrators wield the strength and the economic omnipotence to feather their own mini-empire building. Administrative salaries continue to pull far ahead of faculty. Teaching without support of the public is like going skiing without snow. So, too, is the expenditure of your tax dollars outside the class by administrative fiat.

I propose that we collectively develop a ballot measure that will enforce the investment of two-thirds to three-fourths of all instruction dollars for upgrading teachers' salaries and classroom supplies. If you want educational reform, it will only happen by redistributing the dollars out of the pockets of administrators and into classrooms...As Mr. Holland's Opus reveals, faculty bequeath a legacy that can bestow a profound wealth to people's lives...it's your choice: change the law, or continue to get less than you deserve!

Burton Fletcher
Attorney/Professor, Business Administration
El Camino College

FACCC **Please enroll me as a member of FACCC** FACCCTS

Faculty Association of California Community Colleges, Inc.
926 J Street, Suite 211
Sacramento, CA 95814
Fax (916) 447-0726

Name (First)	(Middle)	(Last)
Home Address	City, State	Zip Code
Home Phone	Office Phone	
College		Department
Signature		Social Security No.

Annual Dues

- ☐ Full-time faculty ($120.00)
- ☐ Part-time faculty ($36.00)
- ☐ I do not want $12/year to go to FACCC's PAC (Full-time annual dues remain $120.00.)

Note: 80% of your FACCC membership dues are tax-deductible.

Method of Payment:

- ☐ Payroll Deduction
- ☐ Cash (Check enclosed)
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Payroll Deduction Authorization:

To Community College District: _____

You are hereby authorized to deduct from each of my regular salary warrants the amount below for professional organization dues and transmit these deductions to the Faculty Association of California Community Colleges, Inc., without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the Faculty Association of California Community Colleges, Inc., or until such time as it is transferred to STRS.

❑ $10.00/month (12-pay) ❑ $12.00/month (10-pay) ❑ $3.60/month (part-time)

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Challenge to full-time faculty: remember part-timers' life

JANE HALLINGER

We, the faculty of the California Community Colleges, deliver quality instruction to meet our developed standards.

- In spite of the fact that we teach one more class per instructor than in other states.
- In spite of the fact that we have a higher student to teacher ratio than in other states.
- In spite of the fact that California has experienced a profound demographic shift through more than two decades of immigration to the state.

Our job often goes beyond the classroom into transforming lives, and we perform with modest state support for our programs and a limited economic future for ourselves.

Are we proud of our accomplishments? I would say that we certainly are. And we should be. Whoever coined the phrase "more for less" has identified the challenge to our colleges and us as faculty.

However, there is a faculty issue that puts "more for less" in a negative light rather than the glow of accomplishment. The issue is the real exploitation and ignoring of our part-time colleagues. I know the first answer to my charge might be "That's not a faculty problem, it's a union and administration issue." In many respects it is, but in many other ways part-time faculty can benefit from some attention and cooperative efforts from the discipline departments and individual full-time faculty members.

Ask yourself, "How many times have I gone out of my way to speak with a part-time person in my department? Have I mentored a part-timer or suggested formal departmental mentoring for them? Do I know if my school or department has orientation programs for part-timers? Do part-timers at my school have keys to the office or classrooms, do they have duplication privileges? Do they have a desk in some corner where they can work and see students? Do part-timers get any pay to hold an office time with students? Do they get any pay to attend meetings or prepare classes? Do part-timers have access to staff development funds? Some of you may have been able to answer yes to a number of the questions above. I would congratulate you and your school for some recognition of those who often are invisible to us and the institution.

I started my career teaching part-time, as many of us did. I received only my paycheck and a classroom assignment. I survived much of the time by trial and error, often feeling wrapped in stupidity because I couldn't answer my students' simplest questions about the school and other programs. I was looking across to a rather comfortable environment while my side was barren. And I was part-time at only one school. Think of compounding the denial of community and support for the freeway flyer popping in and out of several colleges.

So what are we going to do about our brethren? The issue is not what we intend to do, but what are we now doing. Last fall, the Council of Faculty Organizations (representatives of the three unions, the Senate, and FACCC) dedicated this year to exploring part-time faculty issues. To us, it was important to develop a document of respect and professionalism for all faculty and faculty needs. The document is now in the process of being endorsed by all the COFO groups. Then we hope that this credo will incite institutions to bridge the support gap between full- and part-time faculty. When you read our statement (on page 28) remember that it is based upon two premises: All faculty are professionals and should be treated equally, and students are the center of the teaching institution and deserve a teacher who has the resources to give them full service.

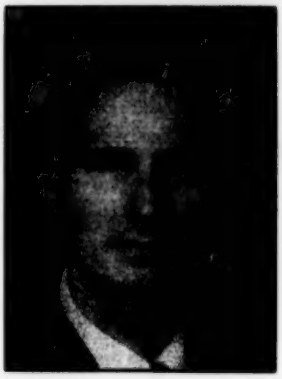
We hope that this [COFO faculty equity] credo will incite institutions to bridge the support gap between full- and part-time faculty.

Everything in the statement written by full- and part-time faculty is really self-evident. Equity benefits all. Equity produces a stronger learning environment. Equity engenders respect. However, the concept of equity can't be a grid placed upon faculty by a few; it has to be affirmed through revising full-time faculty's attitudes so that they willingly support the aims presented in the COFO statement.

If you were a part-timer once, remember what it was like. Would you want to return to such a tentative existence? If not, then join the movement of full- and part-time faculty working together for an institutional climate of respect for professionalism. This will assuredly benefit our students as well as all of us.

Jane Hallinger teaches English at Pasadena City College and is president of FACCC.

Say you want a revolution



PATRICK McCALLUM

If Byron Sher had lost his election for the 22nd Senate District, the Senate would have been within one vote of passing massive tax cuts that would have taken a tremendous amount of money away from the community colleges ($600 million).

Sher did not lose because of a well-coordinated campaign, hundreds of volunteers, and lots of money raised from various sources, including FACCC.

Our other pro-education friends won their elections, including John Vasconcellos, author of college reform bill AB 1725, who has done more for community colleges than any other state legislator in the last 10 years; and Teresa Hughes, former chair of the higher education committee, who carried many of the part-time faculty bills.

While Thelma Epstein of De Anza College, Jane Hallinger of Pasadena College, Lois Yamakoshi of Los Medanos College and others were incredibly helpful in this last election, the fact is there was a dead silence from many faculty members throughout the state when the campaigns rolled in.

For those of us in Sacramento, it's puzzling. Why do faculty continue to be uninvolved when their fate is completely determined by what happens here in the capital?

My hunch is it's a question of belief and results. We have lost our belief in the political process nationwide. Belief in that what we contribute will have results. The real issue is not apathy but a loss of belief in our ability to make a difference for our students, our community and our state. Belief that what we support will contribute to quality education.

AB 1725 never would have existed if lots of faculty hadn't believed they could make a difference. This bill was put into place by faculty members who designed it and who lobbied for it for three years.

We came within a few votes of losing Byron Sher's race. Who knows? Depending on the results of the November election, we could come within a few votes of losing progress on full-time part-time faculty ratios, shared governance, adequate money for the community colleges, the future of technology, educational reform. Our salaries, our commitment to public education. Certainly this is worth 10 hours of your time to write letters and become involved in some campaigns.

Why do faculty continue to be apathetic when their fate is completely determined by what happens here in the capital?

We can't just expect the few to carry the ball for the rest. Your membership in FACCC is helpful and important. But you must devote time to political campaigns to ensure the success of our profession. How can we combat this lack of activism? I don't know all the solutions but I know some.

- We need belief in the value of our profession.
- We need belief in our efforts to promote our profession.
- We need a strong faculty organization.
- We need an organization with active members who express opinions, write letters to legislators, help educate the public on community college issues, work on campaigns and contribute to the PAC.

With that, it's time to focus on the big issues facing community colleges that you can help influence:

1. Tax cut bills. Every dollar of a tax cut takes seven cents from the CCC budget. Senator Lucy Killea is the chair of the senate revenue and tax committee. We will be working with her to stop the $27 billon tax cut legislation that has come over from the Assembly.

2. Workforce education. Our Washington, D.C. lobbying firm, Davis O'Connell, is already working hard. We have drawn up amendments to congressional bills and are starting a letter writing campaign to state congressional representatives to lobby for fewer cuts and more control by community college educators over block grants.

3. State budget increases. Assuming we defeat the tax cuts we could have up to $145 million extra, depending on our negotiations with K-12 on the Prop 98 split. FACCC is pushing to use more funds for instructional replacement/library replacement/program improvement funds which can be used to hire more full-time faculty, provide an increase in the staff development funds and put aside more money for growth and equalization.

4. Common course numbering, calendar reforms and technology use.

This is our system. We have to start with our personal commitment to retrieve it. Faculty members must believe in our profession and our abilities to improve the system. This fall, we don't want to lose the gains we've worked hard to achieve. We don't want education to lose because of one race.

Please e-mail me at facccexec@aol.com if you have any suggestions about how we can address faculty involvement.

Patrick McCallum is FACCC's executive director.

Fast FACCCTS

CCCs may receive $145 million more for 1996-97 budget

If the proposed tax cuts don't pass the state legislature, the community colleges have a good chance of receiving extra money for 17 different priorities.

These include: instructional equipment, $10 million; staff development, $2 million (for a total of $9 million, the first increase since 1989; when FACCC created staff development); cost-of-living-adjustment and growth, $8 million; student government support, $182,000.

Full funding of growth formula, $23.8 million; partial catch up maintenance and operations, $10 million; partial catch-up facilities FTES growth, $23 million; centers $7 million; equalization, $7.7 million; program improvement, $20 million; accountability, $1 million.

Deferred maintenance, $5 million; technology, $10 million; Educational Opportunity Program Services, $10.7 million; health services fee waiver backfill, $6.4 million; consultation support, $300,000; and part-time faculty health insurance, $800,000.

Research counts library deficits

The California Research Bureau of the California State Library said in a report on library acquisition needs that in 1993-94, about 87 percent of reporting campuses showed net collection deficits totaling over $150 million, with an average deficiency of about $1.6 million per college.

Using California Postsecondary Education Commission enrollment projections, libraries would need $120 million in new materials to meet enrollment growth. This translates into a $10 million annual statewide cost for the 12-year projection period.

Deficiencies in current CC library collections, 1993-94: Cost to eliminate statewide collection deficit is $129 million. -- 92 percent of campuses have a deficit in volumes, 93 percent in periodicals, 52 percent in video/film.

When combined with current expenditures of $6.8 million, the total annual cost to bring CC library collections to minimum national standards is about $41.9 million.

End of BA fee brings back some

It's still too early to determine how the end of the $50 BA fee has affected enrollments, Chancellor's Office research and analysis director Chuck McIntyre told the Community College League of California's newsletter *The News*.

San Jose City College and Yuba College, for example, sent letters to former students who dropped out after the BA fee was introduced. San Jose reports a headcount increase of 5 percent. Yuba reports a 10 percent increase in headcount, although the turnout of BA degree holders has been disappointing, according to *The News*. A survey of other colleges found that some enrollments are up, while others are even or slightly down from a year ago. McIntyre said a lot of districts don't have money to advertise the change or add classes.

Fall 1996 growth predicted

The Chancellor's Office said it is possible enrollment will increase as much as five percent this fall from 1995. Fall 1995 enrollment dropped 0.8 percent from the previous year, down 1.34 million students. McIntyre told *The News* that he attributes the lack of funding for growth in the 1995-96 budget, and an improving economy that drew students out of school and into the workforce. Community college enrollment in the 1990s peaked in 1991.

Telecom Act affects distance ed

FACCC's lobbyist in Washington, D.C. tells us that the Telecommunications Act of 1996, which President Bill Clinton signed Feb. 8, includes specific provisions that affect community colleges.

Higher education institutions in providing distance learning to elementary and secondary schools appear to be eligible for discount rates if they are part of a consortium, Davis O'Connell said. So it's important that the colleges forge partnerships with schools, the firm said.

CCC releases status on students

The CCC Board of Governors adopted a policy on student equity in September 1992, and called for each district to adopt a plan and submit it by July 1, 1993. The implementation was postponed through January 1993 for review by the department.

The board recommended a set of student equity indicators to assist districts in identifying equity issues:

Access: The percentage that each group is enrolled compared to its representation in the adult populations within the community served.

Course Completion: Ratio of the number of credit courses actually completed by the end of the term compared to the number of courses enrolled on the census day of the term.

ESL and Basic Skills Completion: Ratio of those who complete a degree-applicable course after having completed the final ESL or basic skills course.

Degree and Certificate Completion: Ratio of receipt of degree or certificate to the number of students with the same informed matriculation goal.

Transfer Rate: Ratio of those who earn six or more transferable units during the first college year and who also stated at entry their intent to transfer, to those who transfer after one or more (up to eight) years.

Hayward Awards announced

The 1996 Hayward Awards for Excellence in Education were presented to four community college instructors at the March 14 CCC Board of Governors meeting.

The winners were Fred Fate (Los Angeles City College), Jay Manley (Foothill College), David W. Megill (MiraCosta College), and Paul Meyers (Cerro Coso Community College). College Academic Senates nominated

them and a panel of the statewide Academic Senate chose the recipients.

Each winner receives $1,250 cash through a $10,000 grant established by Wells Fargo Bank to recognize and promote instructional excellence in the state's community colleges.

Fate is chair and director of the Theatre Arts Department and Academy at Los Angeles City College, and his productions have won numerous awards. Manley, professor and chair of the Foothill College's drama department, founded the Foothill Music Theatre.

Megill is a MiraCosta College music instructor who uses computer programming to enhance instruction. He developed a computer program that allows users to study topics ranging from faculty biographies to the honors program, and designed software that teaches students how to use programming concepts to compose music. And Meyers, who teaches ceramics, sculpture and design, organizes workshops led by internationally renown potters, and high school art workshops.

State budget facts announced

According to the California State Budget Project, California ranks: 23rd in the nation in state and local tax revenue per $1,000 income; 29th among states in terms of property tax per $1,000 personal income; 50th among the states in the number of state government workers per 1,000 state residents; 15th in individual income tax per $1,000 personal income.

AFDC and food stamp benefits in 1994 brought California families to just 79.6 percent of the federal poverty level. In 1994-95, the AFDC caseload grew by 2.5 percent as compared to an 1.5 percent increase in the state's population. In 1995-96, the number of AFDC recipients is expected to decline by 1.6 percent. Spending for AFDC declined by $192 million, or 6.8 percent from 1994-95 to 1995-96.

Births to unmarried teens have increased dramatically in California since 1985. Outpacing a national trend, births to unmarried teens ages 15-19 in the state increased from 31.1 per 1,000 females in 1985 to 50.8 per 1,000 females in 1990.

Ninety-four percent of the parents on AFDC are 20 years or older; the average age is 29.

NEA surveys state legislators

The National Education Association says more people are agreeing that providing high quality, college education will require a restructuring of higher education's organization.

The association' report contains perspectives of leading state lawmakers, not that of staff or other officials.

The report drew information from telephone interviews from February 1995 through August 1995 with 58 house and senate education committee chairs in 49 states. Some questions were "The legislature will take action over the next three to five years to..." charge non-resident students higher tuition, 73 percent of legislators agreed; charge resident student higher tuition, 73 percent agreed; link to statewide priorities, 52 percent agreed; link to institutional or student performance, 44 percent agreed.

State council approves motions

The following are motions approved by the FACCC state faculty council at the annual conference:

1) Student Leadership Workshops. That the FACCC Board of Governors give consideration to creating workshops for student leaders, trustees, etc. so that they can become more effective participants in shared governance.

2) FACCC Local Budget Workshop. That the FACCC Board of Governors give priority to developing intensive workshops on budget analysis designed for faculty and staff who sit on campus budget development groups. Such a workshop should explain the basics of state and local finance, accounting procedures, 311 forms, fiscal data abstracts, etc.

3) That the FACCC Board will plan two one-day workshops on determing a unifed community college message and how to spreading it to colleagues and the community, and on shared governance/AB 1725.

4) COFO Faculty Equity Statement. That FACCC support the completion and adoption of a faculty equity statement based on the draft COFO Faculty Equity statement and distribute it to all FACCC members.

5) Affirmative Action. FACCC reaffirms its strong support of affirmative action programs and will work to publicly oppose the California Civil Rights Initiative by educating and organizing the community college faculty, staff, students, and the community about affirmative action myths.

6) Student Leadership. That FACCC support creation of a Sacramento office for community college student leadership that includes staff and adequate, stable financial resources.

7) Health Services. That FACCC support extra money for backfilling health service fees that have been waived for financial aid students.

Virtual university planned

The Western Association of Governors approved a "virtual university" resolution at its December meeting in Las Vegas, said the Associated Press.

The program is for use by the 18 states and three territories of the WAG. The on-line learning system will make resources from colleges throughout the West available to citizens regardless of state barriers.

Under the plan, people will be able to receive certificates that they can present to employers, without having to complete the traditional two- or four-year programs.

Community colleges are expected to be the first ones to participate in the virtual university within one year, and others will join later, Colorado governor Roy Romer told the AP.

Students will go to a central location in each state to receive their certificates after completing virtual university classes.

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Lessons from the Classroom

The following responses are from a recent FACCC e-mail poll asking "What do faculty members need to face the future?" and "What's your most memorable moment in teaching?"

I believe that what faculty need to meet the future remains the same as always: job security and professional development opportunities. Job security—made possible by tenure and a strong union local—is essential if faculty members are to remain outspoken in defense of academic quality and in opposition to unethical or even legally questionable practices by administrators or even boards of trustees. The ability to speak one's conscience, and loudly, can only take place in an atmosphere where fear of reprisal and retribution are minimized.

"Professional development opportunities are essential in order to keep current in one's field; to see how things are done elsewhere; and to obtain a sense of reassurance that one's problems and one's approach to problems are really not that different from campus to campus. Given the rapid pace of technological change and the use of technology as a learning and information retrieval tool, professional development opportunities are also essential if we are to keep up with our colleagues—and even many of our students!" — **Saul Panski, Librarian, Compton College**

What do faculty need to face the future? Respect from society and fair compensation based on that respect. Never mind the plight of part-timers. All teachers need respect. None of us are highly valued by society, and it shows in our salaries. Our function is not understood, our role as a shaper of humanity is not valued. We are "those who can't." We are dispensable — by technology, by distance learning, by a "student-centered" focus. We are little more than talking textbooks, or computer software. We are often considered in the way of what students want to do. It is true that students

Please see Lessons, page 34

FACULTY

It's not likely community college instructors of the future will be replaced by computers or robots. Students need human contact. Faculty members make the portals of education more accessible. They encourage. They inspire. They help students believe in themselves — that they can accomplish goals they once thought impossible.

The students are up against many obstacles. So are the faculty.

Who are you? And what major issues will you face? We've outlined a few statistics from the most recent data, and a few general issues to help frame the accompanying articles and give you a better idea of what faculty members will contend with in the next 10 to 15 years.

The Faculty Identity

More men are faculty members. Full-time faculty members at the state's community colleges are 42.7 percent women. The average full-time faculty member is 49 years old; the number increased during the 1980s, but has stabilized because replacements are younger, according to the Chancellor's Office *Report on Staffing and Salaries, Fall 1993.*

Asian/Pacific Islanders make up 4.9 percent of the faculty, which is also 6 percent Black, and 8 percent Hispanic.

"Although much more progress is needed, gains have been made toward increasing gender and ethnic diversity of full-time faculty," the April 1995 Chancellor's Office report, *The Effectiveness of California Community Colleges on Selected Performance Measures* said, and significant gains in gender and ethnic diversity, except for Hispanics, occurred among counselors, librarians and nurses between fall 1990 and fall 1993.

Figures from a 1992 fact sheet said "minority hiring in the past two years accounted for nearly one in four new hires" and that "one-half of all newly-hired full-time faculty in the past three years were women."

California community college faculty were paid an average salary of $50,546 in fall 1993, an amount (adjusted for inflation) that is about $5,000 below what was paid faculty in the 1970s.

What about the part-time faculty? According to the Chancellor's Office, of the 47,000 faculty members in fall 1991, 30,100 were part-time and 16,900 were full-time. The number of faculty had grown by 11,000 (18 percent) since 1984. The colleges hired 1,000 new full-time faculty with AB 1725 funding in 1989 and 1990. The fall 1993 figures showed 26,727 part-timers, with a mean age of 45.

National statistics show that community colleges employ more than 100,000 full-time faculty and about 190,000 part-time faculty, according to *The Community College Story: A Tale of American Innovation,* by George B. Vaughan, for the American Association of Community Colleges. Ninety percent of faculty members are white, most have a

of the FUTURE

master's degree, and an increasing number (16 percent) have doctorate degrees.

"Many part-time faculty bring specialties to the college that may not be available among full-time faculty," including bringing practical experience to the classroom, Vaughan said. "...Faculty, whether full-time or part-time, are the heart of the institution."

The Road Ahead

It's no surprise people are more interested these days in following a course of studies that will help train them for specific jobs, rather than merely work toward earning a degree. Newspapers have deluged readers with articles about out-of-work college graduates in the past several years.

"Coupled with the movement toward individualized learning through electronic media will likely be a declining emphasis on degrees and diplomas by business and industry," Vaughan said in *The Community College Story,* in which he discussed the movement toward lifelong learning.

State Controller Kathleen Connell has jumped into this concept with full force. She outlined her plan at the February FACCC Conference to forge partnerships between community colleges and the fastest growing industries in California (see story, page 21). These five emerging fields are high tech communications, biomedical sciences, the interactive media component of the entertainment industry, international trade, and fashion design.

That takes care of some of the new subjects faculty will teach. What about new teaching techniques? Distance education technology is one approach that may affect teaching techniques.

Teaching as Live Performance, p. 12
***Possible Lives*, p. 23**
How Tech Prep Saved My Career, p. 26
COFO argues for faculty equity, p. 28
Freedom of information at CCCs, p. 32
Vocational education proposals storm Washington, D.C., p. 33
New faculty member calls for reevaluating responsibilities, p. 39

Just one example is the National Science Foundation funded project that's testing CD-ROM modules with print materials to teach math. Five consortia of community colleges and businesses, one of which includes Modesto Junior College in California for example, have created technology-based teaching/learning modules to teach course content in math, science, and communication and apply it to real-world situations, according to the article "Proving a Concept," by Arnold Packer and Elizabeth Mathias in the Oct/Nov 1995 *Community College Journal.*

With innovative programs like these, "faculty will learn how to teach with electronic delivery systems, not to teach the same thing a different way, but to teach different things in better ways," the authors said. Different things means helping faculty connect theory and application. Faculty will learn to work in cross-disciplinary teams...technology should provide teachers with time for coaching students about problematic content rather than attempting a common-denominator approach to instruction."

Rich Gross in "Defining the new mandate for Distance Learning in the 21st Century" (Oct/Nov 1995 CC *Journal),* said "The tools used by today's distance learning programs will become a part of the accepted methodology of all future instruction."

An emerging philosophy is that of George R. Boggs, superintendent/president of Palomar College, who has written extensively on his idea of "the learning paradigm," in which colleges are responsible for student learning, not just providing courses. What counts is not how much the entering students know, but how much they have learned at the community colleges.

"Under the instruction paradigm, faculty are primarily lecturers. Students are often competitive and individualistic. Faculty members carry out their functions independently of one another," Boggs said in the Dec 1995/Jan 1996 CC *Journal.* "Teachers classify, sort, and grade students. In contrast, under the learning paradigm, faculty are primarily designers of learning methods and environments.

"They are managers, promoters, and facilitators of student learning in much the same way a coach facilitates the very best performance of an athlete. They and their students work in teams with each other and with other college staff. The teacher's job is to develop every student's competencies and talents."

PERFORMANCE ART

TEACHING AS LIVE PERFORMANCE

BY ROBERT E. DOUD

The obvious difference between going to a play and going to the movies is a play has live actors doing an original performance, while the movies are a display of an exquisitely crafted product.

Live actors are sensitive human beings whose performance is affected by the audience before them. If a film audience is restless or unresponsive, it doesn't affect the performers or the cinematography in the least. It might be a matter of courtesy not to disturb others in a film audience, but the actors are not going to be distracted or demoralized.

Teaching about the aesthetics of a film in a humanities class recently, I became more sensitive to the flow of people in and out of the classroom. Many students come in late, even habitually, and many others leave early. I had become desensitized to this over years of teaching, but now, out of sympathy for my class as an audience, I have become aware of their predicament. In the process, I have also become more aware of myself as a live performer who does less well when the audience is unreceptive. The subliminal effect of careless comings and goings makes me respect my audience less, what I do less, and become more helplessly tolerant of my own less-than-dazzling performances.

Student courtesy is like theater courtesy. If actors in live theater were treated like functionaries delivering entertainment like a commodity in a commercial transaction, there

"WHAT KEEPS A GOOD POET OR TEACHER GOING MUST BE THE SAME THING THAT KEEPS A GOOD ACTOR GOING. A CERTAIN TENSION IN THE AUDIENCE, A CERTAIN SENSE OF EXPECTATION, A CERTAIN LAUGH AT A SUBTLE LINE, A GASP, A RESPONSE THAT TELLS YOU THEY GET WHAT YOU ARE SAYING OR LIKE WHAT THEY ARE GETTING."

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would be no theater. At some level, theater has an infrastructure that makes it a business. But if the actors did their jobs like most businesses, they wouldn't be actors for very long. Their art demands a quality of giving which is intense and spellbinding. As I realize this through my teaching, I am more challenged as a teacher. When I respect acting-as-performance more, I respect myself more as a teacher.

I find that almost all my students see a home video in the course of a week, but that most by far have never seen a live theater performance. I teach that we see the world through the eyes of the arts that have taught us to see. The television set, the VCR, and the remotes by which we control them shape the aesthetic experience of our students. It's not rude to eat, to talk, to yawn in your home in front of your own TV, but a classroom, as unentertaining as it is at times, is live performance. The student contributes to the sense of expectation, excitement and enthrallment. Knowing how to be part of an audience is part of a liberal education.

The happy side of this story is that some students bring out of me a quality of teaching that I might not otherwise deliver. Not too long ago, I was teaching Plato in a philosophy class, making my little jokes and bringing out certain nuances of Plato's writing. A certain student, sitting right under my nose, seemed wowed by everything I was saying. When I started out, I was opening a can of beef stock I had opened many times over the years. By the middle of that class, I was rethinking all the material on my feet and out loud before the class. I was alive again. Plato was alive again. And the students were getting their tuition's worth in live education.

Great poets need great audiences, somebody said. That's because poets, too, are in some sense performers. What keeps a good poet or teacher going must be the same thing that keeps a good actor going. A certain tension in the audience, a certain sense of expectation, a certain laugh at a subtle line, a gasp, a response that tells you they get what you are saying or like what they are getting. When this happens, the whole audience benefits. The ticket stubs in your pocket are worth more when you're part of an audience that is absorbed in the performance.

It is the involvement of teachers in their role that inspires the involvement of students in their role. Participation is a contagion that ignites a group when a performance is successful. The performance kindles the participation and the participation keeps the flame alive. It is a magical fire, or spell that is cast, and it requires the participant to contribute to the process. Before we talk about students doing projects or learning collaboratively, we should examine with reverence the point of ignition, the role of the teacher which is often overlooked by teachers themselves. Student involvement in learning is essential, but student participation in good teaching is also essential

Student-centered learning is not compromised here. Just as an actor is centered on the audience and on every subtlety of its response, teaching centers itself on the students and on learning. Students need to learn how to be a class, that is, how to be an audience, if teaching is to improve. Good teaching is and always has been student-centered, meaning it is evocative of the participation of the student, in the way that a good "house" is responsive to the actors. Student-centered techniques of teaching must not be evasions of the teacher's role and responsibility. Participation must be evoked and directed.

The future of teaching is going to involve more technology and more electronics. The technocrats on my campus would like to catch my "can of beef stock" experience on tape to show it to other students and teachers. The trouble is that I'm not sure I could replicate that classroom experience if I had to. While we try to give the technocrats what they want, because media have a big role in the future of education, we must also aim at fostering those occasions when "can of beef stock" experiences really help good teaching explode before student audiences.

Education involves more than dispensing information; it means fostering the participation that gives the information life.

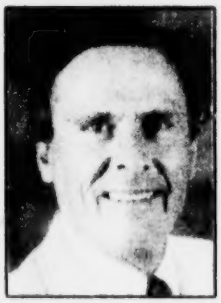
While we develop a new film aesthetic as a model for electronic education, we must also nurture the live performance aesthetic to give us what will be worth putting on film. Education involves more than dispensing information; it means fostering the participation that gives the information life. The aesthetics of live performance is what explains good teaching. Even after watching an instructional video as future students will do more and more, there must be classroom follow up with flesh-and-blood teachers, and the opportunity to create the spell spun by a real live educational experience.

What about the undisciplined, the underprepared or immature student, the one who needs more structure or motivation, the one for whom relationship with a teacher would make a difference? These are certainly more the norm than the variant these days. All of our classes are, in part, remedial. Have we ever seen a live performance where the show stops and the actors remonstrate with the audience, teach them how to be a good audience, ask for more attention, explain or repeat missed lines, relate today's performance to one completed several days or weeks ago? All this you get in a teacher, but not in an actor, and all of this is part of the teacher's live performance.

Robert Doud teaches philosophy at Pasadena City College.

Faculty Focus

1996 FACCC Awards



Bud Henry

Merlin "Bud" Henry, FACCC's 1996 Council Member of the Year, likes to tell this success story about a former student, his academic "pride and joy."

Sheri was a 19-year-old "gofer" in a small business who began attending classes again after a couple of years of working. She attended Henry's marketing class at Rancho Santiago College, and then a sales class, which one day featured a guest speaker. "I brought in a sharp woman from Women in Sales," recalled Henry, FACCC's vice president from July 1991 to June 1992. "She literally turned this young student on."

Henry and his student later had a pro-con discussion about the possibility of her getting involved in business. Sheri went on to become the organization's president in four years, and in that time quit her job, went through a divorce, and began her career in sales. She is now the district sales manager for Air Touch Cellular. She's happily married, and has three children. Sheri has been a regular guest speaker for Henry's classes over the past decade.

"The community colleges are teaching institutions," Henry told *FACCCTS*, explaining why he chose the colleges over university teaching. "I prefer the people contact, rather than research...I like to see the fruits of my labor."

That's something Henry takes seriously. He prints his home number on his business cards and on the student syllabus. "I think that you should be accessible to students," he said. "It could be a Saturday morning that they have a question...students are the most important part of Rancho and we have to think of them as not only students, but customers, and we need to provide them with good customer service.

"If there were no students, a lot of us would be doing something else in life. "Probably making more money," he said with a laugh, "but not enjoying it."

Henry, who has been married to his wife, Mary Ann, for 15 $^{1}/_{2}$ years, has taught at Rancho Santiago for 24 years, serving as chair of the marketing and management department for the past six years. He spent 30 years in the Army Reserves, from which he retired as a colonel in 1984, and serves on the board of the UC Berkeley Alumni Association. He is also finishing his second term on the Tustin Unified School District Board of Education. Of his four children and his wife's three, only one went straight to a four-year university after high school.

Henry attributed his father, who was purchasing agent for municipal transportation in San Francisco, with inspiring him to develop his "people skills." "The really successful people are the ones who are able to work with all sorts of people," he said.

Please see Henry, next page

Janis Ward

Janis Ward gets a kick out of seeing age barriers broken down in her classroom every day.

Ward, FACCC's 1996 Adjunct Faculty Member of the Year, talked about how the diverse student body at Cuesta College contributes to dynamic discussions in her English and speech classes. That's one of the things she loves most about teaching, she said. Students at nearby Cal Poly, for example, are all the same age and wear the same clothes.

"I could have a student with three earrings in her nose and three in her eyebrow, and she could be talking with a banker or executive from Sears," Ward said, amused. "They forget about their exterior differences."

"I love watching the exchanges between the older and younger students," she said. "I see a free exchange of ideas."

Ward, who lives in San Luis Obispo with her two daughters, received her bachelor's and master's degrees at Cal Poly, San Luis Obispo. She taught there before making the move to Cuesta, where she has taught part-time for 14 of the last 16 years.

She is good at what she does, and her peers honored her in 1992 with the prestigious Faculty Excellence Award, which recognizes teaching excellence, leadership qualities, high motivation, active involvement in the campus and community, and environmental concern.

It was a great accomplishment for a part-timer, said Margaret Quan, the part-time faculty representative for Northern California on the FACCC board. Ward has proven herself a strong leader and inspiration to part-time faculty, she said.

Ward joined FACCC after hearing about its work and being impressed with its issue-oriented focus. "We would call FACCC and we'd get an immediate answer," she said. "Also, I knew that all the people I admired belonged to FACCC."

Retired member Len Cook, last year's Adjunct Faculty Member of the Year, and a few others encouraged her to apply for a board position. She won, to her surprise, and was involved in leading conference breakouts, workshops, and coordinating the part-time newsletter on her campus.

Ward's passion for her work is apparent in her stories about students, many of whom are reentry students who have come back to college to retrain for careers.

"I have one woman who has five children; she's working so hard," Ward said. "I'm just so proud of her. I don't think she'd have a chance at a four-year university."

Ward calls it a "false economy" when legislators vote

Please see Ward, next page

May 1996

BookCrafters

Thank you for the opportunity to talk with you at the Sacramento FACCC Conference in February. I had a great time learning about everyone. I learned that many of you are published authors or are in the process of writing booklets or guides for your courses. BookCrafters can help you by handling your printing, desktop publishing, storage, and shipping needs. Below are our services:

Electronic Prepress Services -- you can now supply your book to us electronically for output to plate-ready film. The result is first generation film with superior quality, unmatched accuracy and clean, crisp printing at 2,540 dpi.

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Henry

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Henry became involved in FACCC around 1978, when funding shifted from local to state control. He said he realized faculty members needed an active group in the state capital. His colleagues said he has always been a consistent member recruiter. But he said many faculty members are just not interested in what happens in politics.

"They don't realize the importance of political advocacy," Henry said. "They're like a horse with blinders...they don't know what's going on on campus, let alone Sacramento."

His colleague, former FACCC board member John Smith, called Henry "an unfailing advocate" who was instrumental in recruiting faculty leaders even before the council existed. "He certainly got me to run for the FACCC board," Smith said. "He's inspired other members in other districts to run for FACCC."

Henry plans to retire in December. The first thing he said he'd like to do is serve on the Orange County Grand Jury, then volunteer in a local assembly campaign; if his candidate is successful, he wants to work part-time for him in the local office. He said he also wants to do part-time STRS consulting, and be more involved in the UC Berkeley Alumni Association.

Henry, who taught briefly as an adjunct instructor at CSU Fullerton, said he thinks he can do more for students at a community college, because "many students are late bloomers." These are the ones who lack parental encouragement, maturity, and motivation. For them, "We're the only show in town," he said. "I think the community college is a salvation to many students."

Ward

continued from previous page

to cut funding to community colleges. The colleges help what she calls the "fragile" students who are dealing with families, financial and scheduling challenges, and child care problems.

She recalled a woman's reaction to an assignment that involved an oral presentation. "She told me she wouldn't do it," Ward said of the shy student. Throughout the semester, the student stood her ground. But Ward offered advice on preparing for the speech, and when the time came to make the presentation, the student did well.

"The next day, when I came home, I had the biggest bouquet of flowers," Ward said in amazement. "She said she had never spoken in front of a group of people."

Although Ward said she loves teaching and will continue to do it, she said she needs financial security for her family. She is currently in her third year at Santa Barbara College of Law. She will graduate a year from June.

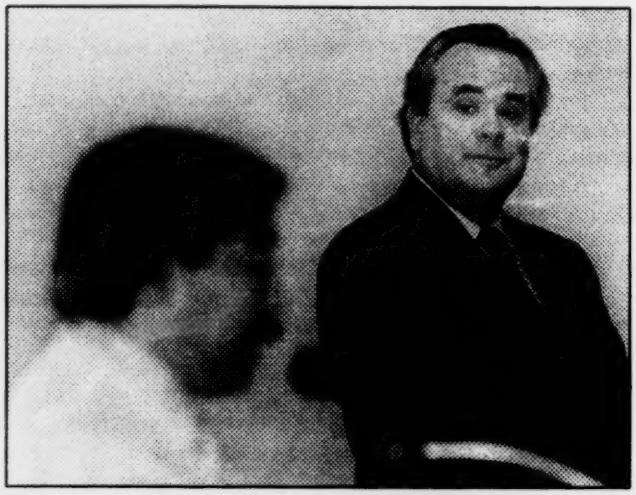
"I find it very exciting and fast-paced," Ward said of the law profession. "And I see the opportunity to do some good. The rewards are more immediate."

But Ward plans to continue teaching and is still committed to helping part-time faculty gain the benefits they deserve. "I'm just so impressed with the skill and talent of the part-time faculty...It just breaks my heart, the second-class citizenship they have to endure," she said.

Ward said she'd like to see full-time faculty appreciate part-timers more. She quoted her colleague Joe Berry who once summarized the issues concerning part-timers' plight this way: "The part-time faculty working conditions are the students' learning conditions."

Dangerous Minds

Lawmakers visit faculty at capital conference



The 1996 FACCC Conference drew a big turnout of state legislators, appropriate considering the tremendous changes in the state Assembly this past year. The Assembly has had four different legislators as speaker, seen a few recall campaigns, and experienced a resurgence in Republican power. Faculty members were able to ask questions of the legislators and speak with them one-on-one after their speeches.

FACCC board member Joe Kuwabara introduced Bill Lockyer, top, to a faculty audience Thursday at John Q's at the top of the Capitol Plaza Holiday Inn. Assemblymember Denise Ducheny, right, received the FACCC Legislator of the Year award from President Jane Hallinger Thursday night. Assemblymembers Jim Brulte and Phil Isenberg, below, spoke with board member Margaret Quan of Diablo Valley College after sparring at the conference Friday morning.

Photos by
Michael Holahan
Katherine Martinez

Education essential to economy — Lockyer

The key to economic revitalization is an educated population, said Bill Lockyer, president pro tem of the state senate. Passing $30 billion in tax cuts (the equivalent of more than half the state budget) is not going to do the job, he said.

As a former teacher and school board member, Lockyer said, his high priority is expanding educational opportunity in the state. Legislators will address that by focusing on federal job training reform this year.

Lockyer, who spoke at John Q's Thursday during the conference, said the state must shift from crime detention to crime prevention.

"Prison funding, that's the fiscal tapeworm that's devouring educational funding," Lockyer said.

The Department of Corrections has gained 10,000 new jobs in the past five years, and higher education has lost the same number of jobs during that time. Even prison experts have said the state is overinvesting in prisons, Lockyer said.

And the prison population, now at 130,000, is growing rapidly. It's expected to increase to 300,000 within the next five years. Lockyer said we're filling the prisons with low-level drug offenders. Their roles on the street are immediately filled by others. So throwing these offenders behind bars no longer gives society the "incapacitated benefit" it once did. The result? "We're going to have a lot of octogenarians in prison who would not have been a public safety risk," Locker said.

Education's funding is "woefully inadequate," he said, and called it "a disgrace" that for the first time, the state is spending more on prisons in California than on colleges.

The benchmark issues for the state, he said, are economic revitalization, trying to shift crime detention to crime prevention, regulatory reform, teenage parents, and campaign reform.

The ultra-conservatives who have taken control of the state Assembly assume they represent the common person's views, but that's not true, Lockyer said. "It's basically a police-state party...a punishment party," Lockyer said. "Their solution for all human problems is to punish someone."

Bills to reinstate corporal punishment, such as paddling, have bloomed recently in the Assembly. Lockyer said these ultraconservative legislators are undoing all the progress in civil rights, civil liberties and social programs that Abraham Lincoln, Theodore Roosevelt and Earl Warren accomplished.

Californians' conservative voting is a response to their anxiety about a rapidly changing world, Lockyer said. The ultraconservatives' willingness to use government to intrude on people's private lives would have been blasted by traditional Republicans, he said, adding that voters don't realize how far from the mainstream these ultraconservative legislators are.

"At some point they're going to be rejected by voters," he said.

Lockyer called for moving away from a bad attitude he's seen in his conservative colleagues who want to invest in prisons instead of education: "It's investing in our failures, not our future."

"Let's go forward and make some progress...you can't do that by cutting education funding," Lockyer said. He said we must expand all educational segments, buy better materials, and do everything to help train a more skilled workforce.

He said he appreciates the job faculty members do.

"I want to thank you for the choices you've made...At least for part of the time, we'll rely on you," Lockyer said. "...It's not done by slogans. It's done by what you do, every day. We have an opportunity to recapture that golden age."

— *Katherine Martinez,* FACCCTS *managing editor*

(Excerpted from state Senator Bill Lockyer's Feb. 22 speech at the FACCC conference.)

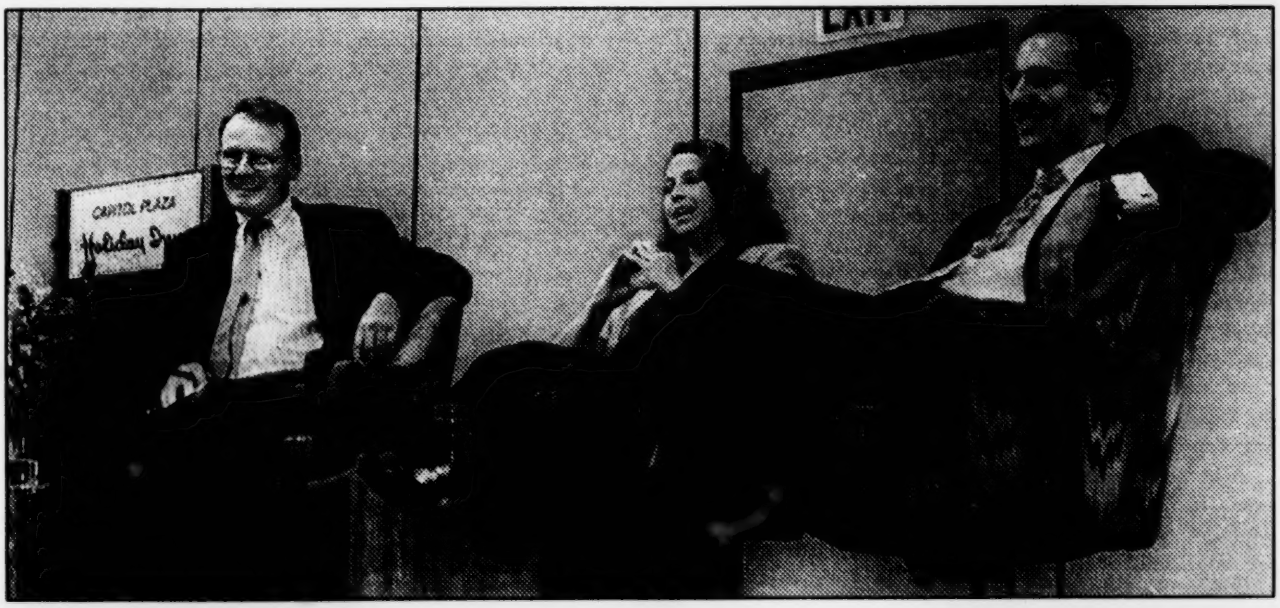
"If Politics Were a Garden..."

- **Bob Dole** would be a Washington palm — he's tall, but has weak roots.
- **Pat Buchanan** would be asparagus — he shoots up fast, gets cut off below ground level.
- **Jerry Brown** would be bamboo — introduction seemed like a good idea at the time, but you can't get rid of the bastard.
- **The Assembly Republicans** would be a fig tree — they just keep sprouting and sprouting until November.
- **Democrats** would be grapes — come in bunches, hang by a thread, recently crushed.
- **Assembly Speaker Curt Pringle:** an avocado — green on the outside, essentially a nut within.
- **Brian Setencich** would be an almond tree — early bloomer, significant loss with the first big win.
- **Barbara Boxer:** grapefruit — slightly pink, occasionally bitter.
- **Dianne Feinstein:** broccoli — vigorously marketed, actually liked by a few, accepted by most as inevitable.
- **Willie Brown:** sweet corn — provides an earful, a lot of greenery, sucks up all the nutrients in the vicinity.
- **Bill Clinton** would be strawberries — seems to prosper with repeated fumigation.
- **Pete Wilson** would be iceberg lettuce — big head, difficult to transport back East.

REALITIES CHALLENGES

Facing California's Community Colleges

Feb. 22 — 24, 1996
Sacramento, CA



Denise Ducheny and Brooks Firestone, above, chatted on Saturday with FACCC Executive Director Patrick McCallum about their experiences as freshman legislators.

State Senator Bill Lockyer, top, talked with faculty members after his speech Thursday night.

MiraCosta College instructor Leon Baradat, left, received the Faculty Member of the Year award from Hallinger during a ceremony Friday night. Baradat later enjoyed dancing with Joan Stroh of Southwestern College, right, to the music of the American River College Evening Jazz Band.

Photos by
Michael Holahan
Katherine Martinez

Critical perspectives from insider, watchdog

By Cy Gulassa

How can community colleges serve more students with less money? Do we need to overhaul governance? How do we gauge workforce development?

These were some of the issues wrestled by two community college heavyweights, President/Superintendent Piedad Robertson of Santa Monica College, and Patrick Callan, the executive director of the California Higher Education Policy Center.

Robertson caught faculty attention by exposing the secret message in the first question. "If you're asking how to do more with less, what you really mean is how can you increase faculty productivity."

Rejecting pumping up faculty loads, which she believes are already at their maximums, Robertson argued faculty has "to work smarter instead of harder." Drawing analogies from computer technology, she said the days of one-on-one, one-size-fits all "teaching" approach to education must give way to a customer-oriented "learning" style.

"I have no easy answers" — Robertson

When you buy a computer, she pointed out, the salesperson doesn't lecture; he or she responds to you as an individual by asking key questions, such as what do you intend to do with it, how much memory do you need, is a fax essential? To work smarter, faculty members have to learn how to package information that fits students' personal needs, and deliver it with technologically efficient systems. Precisely how all of this gets done is up to faculty members themselves.

"I have no easy answers," Robertson said.

While Robertson counsels a revolution in the classroom, she is content with the status quo in governance. If you ask the legislature to review governance, she said, it would create a ponderous task force that would quickly get stuck in the mud of minutiae. The community college system is already the most over regulated in the world, including mandates on "what kind of toilet paper to buy."

Workforce accountability can be measured easily: "Simply count the number of students that we transfer or place in local business and industry."

Robertson cautions, however, that the vitamin deficiency plaguing community colleges is not weak governance or phlegmatic pedagogy, but "resources. Don't ever let the critics confuse you."

According to the big-screen picture his San Jose think tank projects, Patrick Callan says higher education has some great things going for it. It is one of the few growth industries in an era of downsizing, and it is one of the few government-sponsored entities that Californians universally respect. The San Jose policy center's polls and focus groups confirm that even when not specifically asked, respondents speak enthusiastically of their local community colleges.

The real test for community colleges, however, will be how they digest Tidal Wave II, the 400,000 to 450,000 bulge in enrollments expected in higher education over the next decade. Our current delivery systems are not adequate, Callan said. Because of diverse needs, sheer numbers and limited resources, community colleges will indeed have to make the paradigm shift from teaching to learning institutions. But if change merely plods, the market, including giants like Microsoft, will produce competitive alternatives. The key to success is to individualize learning, to increase both quality and the quantity of learning.

Community college governance is pathological, Callan argued. "Over regulated, we use an increasingly volatile legislature to control each other while engaging in disastrous battles over turf." He cites in particular political problems with local boards and the recent attack on state Chancellor David Mertes. Community colleges need "to recognize the shared values that make shared governance work, and to create forums where we can discuss the issues and argue out differences."

Callan deplores the fact that nationally, civil discourse and civic responsibility are in steep decline. Leaders spend too much time preaching their own ideas and shouting others down, ironically ignoring the critical, dispassionate thinking essential for constructive reform. But he strongly believes that higher education and in particular community colleges have "the public confidence and collective brains to be a powerful force in rebuilding civic life."

Cy Gulassa teaches English at Foothill College and is a FACCC Board of Governor member. Photo by Michael Holahan.

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'96 Conference

Politicians tackle changing world

By Anne Paye

Two people can indeed share the same house and yet live in vastly different worlds. That was clear from the debate between two California assemblymen: Phil Isenberg, a Democrat from Sacramento, and Jim Brulte, a Republican from Rancho Cucamonga.

Isenberg points to angry, disillusioned voters and continuing upheavals: "Don't plan on security, stability, or a Calvin Coolidge-like return to normalcy. It ain't there."

He describes recent political changes as merely cosmetic.

"Americans believe if you change the players or the rules, the decisions become easier or simpler," he said. "It's easier to talk about term limits and a unicameral house than talk about the fundamental issues."

Jim Brulte, in contrast, thinks the fundamental issues *are* being addressed: that's what the change is all about, from 25 years of a Democrat-controlled legislature to the current nearly-even party split. With the breakdown of the two-party system, interest groups will focus on specific issues, he said. "There will be reduced lock-step voting by party and a core reaction to the grass roots, rather than the grass roots reaction to the core."

The old party ideology is dead and gone. Isenberg urged community leaders to work with Republicans. Brulte agreed: "You can continue to support Democrats; masochism is not unique. But, if you don't support someone like [Republican] Jim Cunneen, who voted 100 percent for education, you're going to get damaged."

What has been the result of Proposition 140 term limits? Nothing good, Isenberg laments. "We have no sense of stability."

Brulte however, sees a rejuvenated political system.

"A whole host of new legislation is coming in all the time, rather than sporadically," he said. "There's a better quality of members. The leadership is getting weaker, and this empowers the individual members. People are less willing to put their philosophy on hold and be controlled by the party."

Both Isenberg and Brulte agree on the need for budget cuts, but they differ on what to do with resulting funds. Isenberg advocates reserves.

"...Nothing goes into savings. Zip. Zilch," he said. "If there's a flood or fire, we're wiped out."

Brulte advises investment, and a California image change.

"California is now the first place corporations make cuts. For 40 years, it was the last place," Brulte said. "It's the lawsuit capital of the world. California trial lawyers own the Democrats. You can build a building in Arizona in eight months. In California, you can't get all the necessary permits in eight months. We've got to make sure we're competitive, then cutbacks wouldn't be an issue."

It's likely Brulte has another six years ahead of him in the legislature, and he confidently looks forward, playing his economic cards and counting on issue-based politics to serve the public fairly. To Isenberg, finishing his last of 30 years in the Assembly, both parties are like little kids, fighting vigorously about insignificant nuances. He said we should talk about the public interest rather than "my" interest.

"This self-absorption has led to the bitter and divisive politics we now have," Isenberg said. "We need to broaden our perspective." Ultimately, what Isenberg and Brulte have to say about California politics may prove less instructive than what they illustrate about the arc of a political career.

Anne Paye teaches English at Foothill College. Assemblymembers Jim Brulte, top, and Phil Isenberg, above, discuss their views of the changing political scene during the FACCC conference in Sacramento. Photos by Michael Holahan.

Connell vows to champion colleges' cause

State Controller Kathleen Connell captivated her Friday luncheon audience in announcing an ambitious plan to link 10 colleges with emerging industries.

Connell emphasized her desire to become a "champion" for the community colleges. With the sunny Sacramento skyline visible through large windows at the top of the Holiday Inn, Connell said she wants faculty to be involved with her administration in acquiring more resources for the community colleges and positioning them "to be in the forefront of what I think is going to be major educational reform in the higher education program in California."

"It is my goal as a statewide constitutional officer to be a champion of the community colleges," Connell said, "and to be a forceful advocate for funding and support, not only at budget time, but throughout the entire year."

Two of her programs go hand-in-hand to bring industry and community colleges together in an innovative way, and will help students to be critical thinkers, problem solvers, and have the broad technical skills to remain employed in today's volatile work environment, she said.

"California's community colleges indeed are the heartbeat of our educational system," she said, explaining that she believes the vast majority of California students will be educated at these colleges. "...The importance of California's community colleges to our future economic strength cannot be understated."

Connell, who has 20 years of experience in the investment business, said she believes California must use its pension-fund money to create the capital needed to help cultivate California-headquartered companies. That's the basis of her California First program. PERS and STRS have both adopted the program, she said, which has resulted in $700 million available for investment in these companies. Without those companies, the state will not have the middle-class jobs is needs to propel the economy, she said.

To ensure that the emerging industries will want to base their companies in California, Connell said, the state must provide a "supremely" educated and skilled workforce. These industries will provide long-term jobs, she said. The community colleges can help by turning out graduates who will be ready to jump into those positions.

The process for her California Community College Initiative started at Glendale College, she said, where she learned about the Computer-Assisted Design/Computer-Assisted Manufacturing (CAD-CAM) program that trains students to enter careers as computer technicians that will pay $35,000 to $40,000 a year.

Connell said her plan is to create 10 prototype community college campuses throughout the state that will specialize in the five emerging fields of high tech communications, the biomedical sciences, the interactive media component of the entertainment industry (which links the resources of Silicon Valley to the Hollywood powerhouse), international trade, and fashion design.

"Those industries are going to move California forward," Connell said. She said five prototype campuses will start this year, with five more next year. She will announce the campuses chosen for the program at the end of June.

The goal is to (1) create a new menu of classes or a focus in each of the subject areas for a seamless transition from the classroom to the workplace. (2) Bring state-of-the art technology to the colleges through donations from those businesses. (3) Create new facilities. Connell's administration is carrying legislation this year to create a tax-credit program for businesses that contribute to the building of community college facilities.

Connell said she is forming an advisory committee composed of faculty, administrators, business executives, legislators, and Academic Senate representatives. If the ten prototype campuses are successful, she said the program would be offered to the other colleges who are interested, "so that by the end of this century, our community colleges in California will be supported, directed, and funded in a way that they deserve." —*K.M.*

Firestone, Ducheny reflect on year in legislature

California wants to be tough on crime, but it also wants educated citizens. The problem is one takes money away from the other. How willing are we to invest in education?

Assemblymembers Brooks Firestone (R-Los Olivos) and Denise Ducheny (D-San Diego) addressed the challenges surrounding how the state provides quality education during a Friday afternoon forum at the FACCC conference.

"I think it goes back to this question of investment in education," Ducheny said.

The legislators, who spoke in a similar conversation at last year's conference, also talked about the changing political scene, remediation and vocational education.

The turmoil in the Assembly resulted in three changes in the speaker position (Willie Brown [now mayor of San Francisco], Doris Allen [who was recalled], Brian Setencich [R-Fresno], Curt Pringle [R-Garden Grove]). "After this year, there'll be no legislator who's served longer than four years," Ducheny said.

The Democrats, who lost half their consultants on committee staffs when the ultraconservative Pringle took over the speaker position, will notice a major loss in knowledge and experience when it comes to researching and drafting bills, Ducheny said. With them goes depth of knowledge and experience, and legislators whose must leave due to term limits.

Ducheny said California ranks

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Unified message needed for press coverage—Lucas

Community colleges have a good reputation among many Californians as providers of quality education, according to a recent survey, but the question is how do they spread a unified message?

Donna Lucas of Nelson & Lucas Communications joined Chancellor David Mertes and Sacramento Bee reporter Jim Richardson for a discussion Saturday morning on media attention, and external forces affecting the colleges.

Delivering a message

Lucas said her firm's January poll found that the 800 adults surveyed thought more highly of community colleges than other educational segments, with 59.7 percent of them rating the colleges' quality as "excellent or good," compared to 44.5 percent for the schools, and 56.8 percent for universities.

She also said the survey showed strong support for a one-cent sales tax hike (61 percent would approve it) and a lukewarm reaction to vouchers for private schools.

Lucas suggested colleges focus on three messages to give the public, and charge each faculty member with becoming a spokesperson for his or her community college.

"You are all very strong speakers, but the key is focusing on what are your messages? And what do you all believe is the key solution?"

"The problem you have is, unless you're in a critical situation, you aren't going to get in the newspaper," she said. "...You need to bring to life specific examples. Right now in an election year, voters are mad, pessimistic. They're mad at the status quo and they want to see changes."

Grassroots media relations is a proactive way to develop positive relationships and constant contact with newspapers, radio, and TV stations, she said.

"Start the drumbeat," Lucas said. "You've got to bring it home what the impact will be on the community."

Jim Richardson, higher education reporter for *The Sacramento Bee*, agreed. "You have to demonstrate to the local paper what the local implication is....the newspapers and TV stations don't see it is their obligation to do your job for you. Bonds are boring. They're very hard to sell to editors."

Lucas said, "You need to create the story. Do an editorial. Localize it, have third-party people write editorials, letters to the editor. You can create and mobilize support."

Community Colleges' future

Chancellor David Mertes identified some trends and issues he said are facing the colleges. It's essential for faculty to play a role in defining the colleges' future, he said, especially today.

"Curriculum will be developed with people outside of our institutions," Mertes said. "They're going to have a major say because they're going to control the dollars."

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Town Hall

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forty-second of the 50 states in per-pupil spending. The state was ranked in the 20s as little as a few years ago. (K-12 class sizes have also grown to 29 students per class, the largest in the nation.)

"Let's not be confused about where we put our priorities," she said.

The growing wave of ultraconservative legislators in the state Assembly has dealt a harsh blow to higher education. California now spends more on prisons and corrections than it does on higher education. Californians want quality higher education, but they don't want to pay for it, said FACCC executive director Patrick McCallum, the event moderator.

Firestone said schools should be accountable for their students. About 70 percent of high school graduates from urban areas need remedial classes, 30 percent from the suburbs. He announced his proposal to penalize K-12 districts that produce high school graduates who need remedial education. The schools would have to pay a fine for every student that needs remedial classes after high school. This "bill back" provision is more an incentive than a punishment, he told a faculty member in the audience who questioned his proposal.

"I'm concerned about the raw material higher ed is getting in students," Firestone said.

But at the same time, the community colleges have an open access policy, Community Colleges Board of Governors President Vishwas More pointed out from the audience.

Teachers' patience is shortening as the situation becomes more intense. Ducheny said she heard high school teachers are threatening to complain that elementary students aren't up to ninth grade level work when they enter high school.

Firestone said everyone is involved in a difficult position. "The problem we have is the people of California are very angry at the prisoners and the prison system," he said.

Ducheny said she's been doing a lot of prison visits, and has seen that some prisons are contracting with community colleges for instruction.

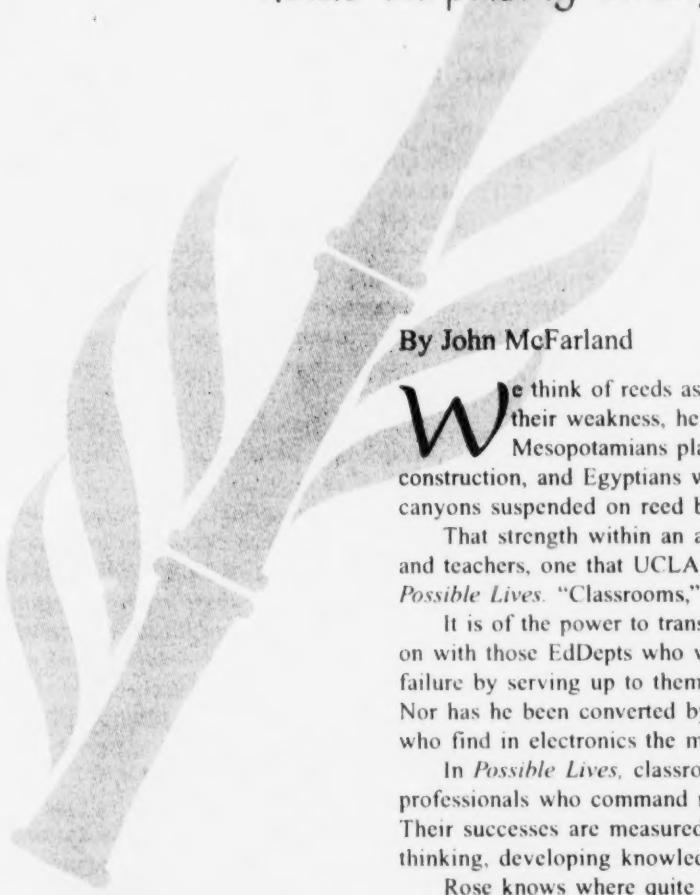
"I have one bill [that would make] prisoners actually work," she said. "You talk about alternate schools for K-12...why not for adult education, while [the person is] on probation or parole?"

Ducheny said the community colleges give people a second chance. She recalled that two of the board members she served with on the San Diego Community College District board had attended San Diego Mesa College.

"Something touches people in community colleges when they're adults and gets them to focus," Ducheny said.

The Teaching Reed

holds surprising strength



By John McFarland

We think of reeds as frail. When Pascal sought to remind humans of their weakness, he spoke of them as "thinking reeds." Yet Mesopotamians plaited dried grass in the place of wood for home construction, and Egyptians wove it into the hulls of ships. Incas crossed canyons suspended on reed bridges.

That strength within an apparent frailty contains a lesson about teaching and teachers, one that UCLA educational psychologist Mike Rose makes in *Possible Lives*. "Classrooms," he writes in its preface, "are powerful places."

It is of the power to transform lives that Rose speaks. He has not signed on with those EdDepts who would grant our burdened children amnesty from failure by serving up to them an unchallenging diet of instructional Muzak. Nor has he been converted by the insurgent theologians of new technologies who find in electronics the mystery of cognition.

In *Possible Lives*, classroom "power" is generated by hardworking professionals who command rather than serve at the whim of their equipment. Their successes are measured by the intellectual eagerness, disciplined thinking, developing knowledge and linguistic skills of their students.

Rose knows where quite a few interesting "powerful places" are and he tours them here with lively commentary. We learn of schools in Watts and Wheelwright, Kentucky; Harlem and Hollendale, Mississippi; Santa Monica and Calexico. The book is designed as a journalistic collage of about 40 teaching sites intended to replicate the economic, geographic and cultural diversity of the nation.

Nor is the tour embalmed in the caskets of academic prose. Rose combines a painterly sense for setting the scene with a novelist's eye for the defining detail. And no loitering: he's here to tell us what good teaching is and expects us to traipse quickly after him for a look at what he is passionate about.

Consequently, when we approach Andy Bayliss' one-room Montana schoolhouse, we get a brisk introduction to the melting snow, the sweet scents, to the clutter and order of the classroom itself. We are told that the county which employs Bayliss is larger than Rhode Island and Connecticut combined, that it pays him $15,000 and supplies him a "teacherage" built into the school for living quarters.

Bayliss needn't worry about violence or drug use among his kids, but the

Please see Lives, next page

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Lives *continued from previous page*

15 of them are spread over eight grades, so he needs to keep up with half a dozen educational programs. It is a chore akin to that of an air traffic controller.

There are different problems for teachers in movie-famed Garfield High School Rose instructs us on the inaccuracies of the film *Stand and Deliver*, which built tension by setting idealistic Jaime Escalante in a desert of faculty flameouts.

In reality, before Escalante arrived, Garfield had already fashioned a tradition of academic successes and (Rose might have added) its math program survived Escalante's sudden departure.

This brings us to Carlos Jimenez, whom we meet coaching a lunch-hour gathering through the intricacies of Advanced Placement History questions. Jimenez has lured students into the endeavor partly by flavoring his American history classes with a Hispanic emphasis, and he keeps them interested by structuring the lunch hours as contests between students teams.

"One of the things you noticed," Rose writes, "was the excitement of young minds working."

Rose can be terse without being breathless as he traverses these terrains, but when he pauses for a longer stay at an inner city school in Baltimore he sketches his most eloquent portrait.

He begins with an establishing shot of the neighborhood where Duke Ellington Primary sits. It is in a fold overstocked with wolves. Children pass the boarded-up store fronts, grilled windows of liquor stores and dangerous stoops of crack houses, but they leave all that to enter a DMZ of bright colors, good humor — and demanding effort.

Here work 30 first-graders and their teacher, Stephanie Terry, the most powerful presence in the book. Rose deftly introduces her as her classroom observes a tree frog in a glass tank. She asks questions that require careful observation, has them devise experiments to answer other questions, then insists they write down what they have learned. Each child gets a weekly turn in the Author's Chair to read from a journal, and the quality of English usage some attain seem impossible for first graders.

Here and throughout, Rose betrays an English major's esteem for written and oral expression. In a bilingual third grade on the Mexican border, children stand before the class in imitation of TV reporters to give news flashes from their neighborhoods. They explain the event (an uncle was mugged in another neighborhood) and how it affected their lives. Then they answer questions from the class. ("Why do you think these things happen?") As does Terry, Elena Castro expects good usage, moving from Spanish to English as correction requires. This is Bilingual Ed as it was intended to be and Rose bestows on it his highest compliment: "One of the things you noticed," he writes, "was the excitement of young minds working."

Obviously these are not the teachers whom H.L. Mencken dissed for "plying their charges with moral suasion and personality tests." Rose's subjects have high hopes. "I want my students to understand texts in a way that will allow them to be thoughtful readers, people who can discuss literature intelligently," Steve Gilbert tells him. "I don't want them to have a vague, sloppy sense of a text."

This is not a college professor. Gilbert teaches an honors program in a Chicago ghetto school and his students meet the expectations as they confront Faulkner's modernist novel, *As I Lay Dying*, a work of Rube Goldberg complexity. Under Gilbert's wily prodding, their commentaries grow from unpromising commonplaces to astute insights. Jane Austen's phrase, "a crowd of ideas," does not suffice. They come up with a mob of them.

Yet nowhere are great expectations harvested more spectacularly than at an experimental Special Ed school on a Montana University campus. There teachers expect, nudge, urge and cadge progress out of Michael, an autistic 6-year-old. The work is labor-intensive and disappointing with setbacks, but Michael now demonstrates undeniable capacities to listen and respond to others, to count and speak. Teachers have turned a proscription into a prospect.

These pedagogical miracles (and not merely honorable intentions) testify to classroom power. When, late in the book, Rose indulgently highlights the enthusiasm of teachers in a Tucson summer program, the chapter fails to convince because the student work is of a more ordinary nature.

Yet even in Tucson, Rose betrays a strength: he cares greatly about schools and appreciates others who share the passion. Bayliss, in the Montana teacherage, tells Rose that he entered teaching in his early thirties when he realized that the work he was doing "had no effect on the flow of events." Bob Moses, fabled organizer of the 1964 Freedom Summer, now heads The Algebra Project in Jackson, Mississippi. At an earlier time, he tells Rose, people needed political literacy. Today, it is math literacy that will empower them.

This theme of the transformative power of teaching originates for Rose in his intellectual autobiography, *Lives on the Boundry*. Little known outside of university bookstores, but now in its 17th printing, this earlier work describes how high school and college opened up worlds very different from Rose's East L.A. neighborhood, and changed his life.

Possible Lives reiterates a second theme from *Boundry*: the value of a community to the enterprise of learning. The best-run classrooms in *Possible Lives* are miniature societ-

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ies in which a shared intellectual goal controls the endeavor. Teachers are on tap rather than on top. Students instruct, learn from and motivate each other; some act as tutors; most are colleagues on a quest. Together, they create what has been called "a community of discourse."

We may be permitted to take this communitarian theme as a cautionary tale about the limits of distance education, which takes as its poisoned goal the reduction of that expensive, old-fashioned bauble, the campus.

But Rose does service beyond placing emphasis on the transformative power and social nature of instruction. He depicts master teachers as craftspersons, commonly with a decade or more experience, seasoned oaks rather than sudden orchids. Their informed enthusiasm gives answer to those who would trace the decline of public education to faculty unionization, and challenge as well the value of learned skill in the classroom. Why not replace expensive teachers with semi-skilled classroom workers, to whom a foreman will parcel out small tasks? Instruction can profitably be sent the way of shoemaking.

Alternatively, there is the notion that schools can be built from Leggo kits, in which interchangeable teachers are carefully scripted with lesson plans and supplied with plenty of videos. Obviously, talented professionals would, in either industrialized wasteland, prove to be birds out of season.

Rose, however, mostly avoids reference to politics, save for an occasional mention of the starvation wages schools now earn. But it would not be difficult to construct an argument from all his allusions to leaks in the food line and, conversely, to the silent heroics of those who work in dilapidated buildings, patrol mean hallways, hand out bandaged texts and pay for instructional equipment themselves.

We might wish that Rose had mixed in the background rhetoric here, the stern dogmatics that explain why children must learn in such unnourishing surroundings. In brief, it is that plenty is already paid out per student but wasted because the public schools, unwashed in the Jordan of the marketplace, must be punished for not competing.

Elsewhere, Rose published a study on the effects of privatization of the Baltimore Public Schools. He chronicled three effects: the enlargement of the school bureaucracy, the reduction of faculty salaries and a slight worsening of (admittedly already poor) test scores — all of which was accomplished without cash savings.

But if we wish for this book to have ventured into politics, it is because it already does so much so well. Rose's tonic voice reminds us of the value of our craft and can inspire, as no one else or no writing does, young people with the profession's ideals. It is easy to imagine students who read his books wanting to tap the power of the classroom — and for all the right reasons. The teaching reed, as he so well demonstrates, has surprising strength.

John McFarland teaches history at Sierra College and is a FACCC Council Member. Mike Rose was a student of McFarland's when he taught high school in Los Angeles.

Media *continued from page 23*

The public is calling for more accountability, a big issue, he said. We're already seeing it in the state legislature, in Congress, and in the private sector.

"I think it's absolutely essential that our colleges take the initiative on this whole arena of accountability," Mertes said, adding that faculty must first define it before someone does it for them.

Technology will become better, more reliable, and less expensive. And new faculty and students will have a more sophisticated knowledge of technology, he said. New kinds of delivery systems in addition to satellite, cable, and video will force the colleges to compete in a free market arena.

"The common thread is you will come together in regions and there will be many players at the table from education: K-12, four-year [universities], community colleges, private sector, business and industry."

The media perspective

Richardson said, "It's true you are the thousand-pound, invisible gorilla of education."

In answering faculty concerns about not getting news coverage, he said not many newspapers have reporters assigned to the higher education beat. It's difficult to get information in covering community college issues because the whole institution is decentralized, he said.

Richardson said he's also noticed that some college presidents aren't eager to talk to the media; some of his calls are never returned, or the person says to call back "on Monday." In researching a story about colleges that are having financial difficulties, he said one college president was embarrassed. "My reaction was, "Look, you should be on a mountain, shouting this..." to get help and public support, Richardson said.

Also, newspapers have less space for news these days. "Your competition [for coverage] isn't just UC, and CSU...it's also Bosnia, and Clinton...," he said.

He said his major focus has been on the controversies surrounding UC's new chancellor, and the regents' controversial decision to abolish affirmative action in enrollments. Other education reporters will focus on the connections between the colleges, universities and K-12 schools.

"We're beginning to understand the crisis...," Richardson said. "We'll be looking at you and the UCs less as independent segments."

Richardson, who has written a book on San Francisco mayor Willie Brown, said the former Assembly speaker had two core beliefs, in racial integration and education.

"His entire career was standing against the whims of segregation," he said. "He also believed that education was the only salvation for the underclass."

— K.M.

How Tech Prep saved my

I used to come to work with the idea in the back of my mind that it was my students that I was coming to serve. But a few years ago, I realized that idea was beginning to drift further and further back in my mind, until all I could think about was not liking my job.

It was in that spirit that I began the fall semester. I was bored, to say the least. I felt burned out and uninspired. I found myself complaining about my students, making them the brunt of all my jokes. I was joining in group laments over the budget, the governor, the low wages, the administration. I was engaging in verbal competitions over who had the laziest students. The only real energy I found myself exerting was in hating my job.

Why in that state of mind I would be seen as a good candidate to coordinate the Tech Prep program on my campus I don't know, but I *was* asked and I accepted — practically without knowing what it was. But it sounded like a change — and it let me get out of teaching one class — so I said yes. I must say that I wondered what I could possibly have in common with the people who teach in vocational programs.

What I found was pretty interesting. The obvious thing we all have in common is our students. It turns out that all over the place vocational and traditionally academic instructors and staff alike — are making connections..with each other, with high schools, with their four-year colleagues, and with people who run and work in the businesses that our students will one day be working for.

... community college [faculty] are working with area high schools ... to be sure that students are leaving high schools with the necessary competencies to succeed in college and in the workplace.

At Allan Hancock College, for example, integration projects are being created informally all over campus, all beginning a few semesters ago with an English teacher and a management teacher who shared the textbooks for their two classes and infused a little of each *into* each. The result was English students reading Studs Terkel's *Working* and business students reading about Machiavelli when they were studying various management styles.

At City College of San Francisco, instructors are offering ESL for Automotive Technicians, and at Cerritos the same kind of course for Pre-Nursing students. At Los Angeles Trade-Technical College a business instructor and a history instructor got together to teach a class on Labor History.

Instructors at Palomar College have created a cluster of four semesters of courses called "Reading, Writing and Wrenches." Students in this program receive credits in English Composition, U.S. History, Art, Automotive Technology, Oral Communication, History, Welding, Health and Cooperative Education. All courses are taught in the same classroom in the automotive technology building, and students who finish successfully earn an associate degree in Automotive Technology and an Automotive Engine Control Systems certificate.

Santa Monica City College offers a college within a college with its College of Design Art and Architecture, which consists of courses in English, Science, Psychology and History, among others.

At Moorpark College students in a new management program will be trained in all of the areas that are necessary to succeed in the business world, not just management principles. Plans are underway to give them training in resource management, interpersonal skills, information acquisition and use, systems theories and technology.

Bruce Patt, the journalism instructor at American River College, has been working all year with local high school journalism teachers, four-year college instructors and journalism professionals to ascertain the ways in which they all need to be changing what they do to meet the demands of the young people who are hoping to find their way on the information superhighway.

And all over the state community college instructors and administrators and counselors are working with area high schools and employers not just to create articulation agreements, but to be sure that students are leaving high schools with the necessary competencies to succeed in college and in the workplace.

And why are all of these people doing these things?

By Ginny McReynolds

career, and my students

They're doing it because that is what the world of work requires. They're doing it because they know that it is becoming increasingly clear in the world of work that it is not so much what you know, **but what you can do with what you know.** They are also doing it because of a few interesting statistics, like these:

— 25 percent of American youth do not complete high school.

— Only about 22 percent of our young people complete a four-year college/university degree.

—And even the composition of the workforce is changing. In 1950, 20 percent of workers were professional, 20 percent were skilled and 60 percent were unskilled.

By 2000, 20 percent will still be professional, but only 15 percent will be unskilled and 65 percent will be skilled.

— 70 percent of all jobs by the year 2000 will not require a four-year college degree.

Education is changing because we need to better prepare our students for that world of work.

... keep in mind what Alfred North Whitehead said in 1929: "Teaching subject matter unconnected to real applications only produces 'inert' useless knowledge."

If you are in a vocationally oriented area you probably already know that, but what is essential for us to remember is that we're all in vocationally oriented programs, or at least in the business of helping to prepare our students to live and work in a complex, technological, constantly changing world.

Regardless of how committed we feel to imparting knowledge to our students for knowledge's sake, we all have some responsibility for the economic futures of our students.

We are one stop on the road that each will take to his or her future.

Don't misunderstand me: our students have a huge responsibility in the process. I am not implying that it is solely our job to educate them. But it is my belief that the world is changing so quickly and in such complex ways that we can help our students to take responsibility if we show them the importance of connections. We do none of them any favors if we do not help them to see the connections that must be made.

They need to know how to read. They need to know how to read the kinds of things that will be required of them when they work. We need to help them do that — now — not five years from now when they finally make their way into some slightly higher than low-paying job.

They need to know how to compute, how to solve problems, how to make decisions, how to think things through, how to work with people they don't like. They need to know how to get places on time. We need to teach them those things, and the only way they can see how these things are connected in the real world is by us connecting them now...here.

What I *am* suggesting is that we use our own creativity to integrate our classes; even individual lessons; that we visit other divisions' meetings; that we talk to department spokespeople in a department we aren't part of; that we invite a colleague we don't know to have lunch with us; that we sit in on each other's classes; that we ask our colleagues to speak to our classes; that we join committees, attend the meetings and offer our continual creativity to keep our colleges alive.

I am suggesting that we go out into the workplace, into the local businesses and industries that employ our students and take a look at what our students really need to know once they get there. I am suggesting that we meet with our four-year college colleagues to look at what they're doing and to see how we can better prepare our students for their futures there.

I am suggesting that we remember that we are helping to prepare our students for all of the roles they will fill in the world — as citizens, spouses, partners, parents. And I am suggesting that they won't be as successful in those roles if they can't earn a living.

I am suggesting that we keep in mind what academician Alfred North Whitehead said in 1929: "Teaching subject matter unconnected to real applications only produces 'inert' useless knowledge."

If you are reading this and thinking that you don't have time to do these things, I say that you don't have time not to. If you are thinking that there is no institutional support for these kinds of things, I say, "You'd be surprised."

We may be bound by the physical walls of our actual institutions, but our confinement ends there. With our own ingenuity and commitment to our students I know that we can create a new configuration of ideas, energy and excitement for the 21st century.

It all reminds me of something Kurt Vonnegut once said to the students and staff of Cornell University at a graduation ceremony. "Keep your hat on," he said. "We may end up miles from here."

And to that I say, "Let's hope so."

Ginny McReynolds teaches journalism at Sacramento City College. This article was excerpted from her speech at the Jan. 19 faculty convocation.

FACULTY EQUITY

The Council of Faculty Organizations is an alliance of FACCC; the Academic Senate for California Community Colleges; and the statewide collective bargaining organizations: California Community College Independents, Community College Council of the California Federation of Teachers, and Community College Association of the California Teachers Association.

Presidents of each group meet monthly to discuss issues of mutual interest. Last fall, COFO sponsored a faculty equity workshop for representatives of both full-time and part-time faculty. Out of this workshop emerged the faculty equity statement below. At the annual conference in February, FACCC's state faculty council approved distributing this draft to its members for comment. AFT and CTA have approved the statement, which will be presented at the spring conference of the Academic Senate and CCCI. The following is Draft Four of the COFO Faculty Equity Statement, supported by the FACCC State Faculty Council, Feb. 24, 1996. Draft Five additions are in italics.

Please send your comments on this vital issue to FACCC by e-mail: faccc@aol.com, fax (916) 447-0726, phone (916) 447-8555 (ask for Katherine Martinez), or mail: FACCC, 926 J St., Suite 211, Sacramento, CA 95814.

— Deborah Sweitzer/Santa Rosa Junior College, president of CCCI

We, the members of the Council of Faculty Organizations (COFO), recognize that the part-time and full-time faculty members of the California Community College System share common professional interests. The core of this common interest is our responsibility to provide educational opportunities of the highest quality to our students. To accomplish that purpose, full-time and part-time faculty must be recognized as competent, responsible and productive members of a distinguished and honorable profession. At the present time, these conditions do not uniformly exist in the community colleges of California.

Providing students an excellent education and instituting fair working conditions for part-time faculty are complementary objectives. To this end, COFO supports the right of part-time faculty to participate in organizations and activities that shape the direction of the individual community college. All faculty should participate in departmental functions, assume organizational responsibilities, and contribute to the general well-being of the institution.

Full-and part-time faculty are required to meet the same minimum qualifications for employment and should be hired and evaluated using comparable processes. Students should have reasonable access to all faculty members — both full-and part-time. Since full-and part-time faculty have the same responsibilities to students, part-time faculty members should have the same support services, office space, choice of educational materials, and opportunities for professional development as their full-time colleagues.

Part-time faculty should be accorded fair compensation, professional respect and due process. *It is the duty of the Legislature, first and foremost, to not allow for discriminatory treatment of part-time faculty. Further,* it is the recognized role and responsibility of individual bargaining agents to make the contractual gains that will benefit part-time faculty, which in turn will improve the educational quality of the institutions that employ them. However, we, the representatives of COFO, urge support of the following rights for part-time faculty: pro-rata pay, contractual consideration for full-time positions, health benefits, seniority or re-hire rights, paid office hours, legitimate STRS pension opportunities and true professional status relating to teaching and learning issues.

"Part-time faculty should be accorded fair compensation, professional respect and due process."

We view the need for improving these conditions as self-evident, and we are confident that better communication and mutual respect between full-and part-time faculty, as well as frank discussions of these labor and educational issues, will lead to changes that will benefit community colleges and full-time faculty as well as the part-time faculty who are directly affected.

Give them something to talk about

Andy Barlow, Diablo Valley College
Richard Cameron, West Valley College
Kathryn Crown, Golden West College
Charles Donaldson, Santa Monica College
Robert E. Doud, Pasadena City College
Thelma Epstein, De Anza College
Mona Field, Glendale Community College
Cy Gulassa, Foothill College
Jane Hallinger, Pasadena City College
Michael D. Lee, Diablo Valley College
John McFarland, Sierra College
Ginny McReynolds, Sacramento City College
Gary Morgan, Oxnard College
Anne Paye, Foothill College
Chaumonde Porterfield-Pyatt, College of the Sequoias
Jennifer Saito, Los Medanos College
Bill Scroggins, Chabot College
Jackie Simon, Educational Cultural Complex, San Diego
Leslie Smith, City College of San Francisco
Nancy Stetson, College of Marin
Emily Strauss, San Jose City College/Mission College
Deborah Sweitzer, Santa Rosa Junior College
Larry Toy, Chabot College
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Baby Boomers & Generation X

A Rebuttal

It's true that I wasn't confronted as a youth with kidnappings, missing siblings, drug wars, armed robberies, drive-by shootings, or gangs . . . I was only confronted with a presidential assassination, race riots, a public shooting on TV (Robert Kennedy), Kent State, anti-war demonstrations, friends with holes in their thighs from Vietnam, Charlie Manson . . .

By Emily Strauss

All right, I admit it: I'm a baby boomer. Born in 1950, I am near the tail end of the demographic trend that has set the pace for my life since I was born. I am also a teacher; my father was a teacher, first in high school, and then from 1961 until his retirement, a community college instructor. Education is in my blood, or at least in my family. And my students are not like me; they are Generation X.

But are we as different as night and day, or is it only our age difference that we observe, the perennial difficulty between generations? Personally, I pride myself on not being too "old," though I admit there are conflicts here. I know I'm old when I shake my head and wonder how these kids can stand to be seen in those baggy knee-length "pants." On the other hand, my theme song is still Pink Floyd's "The Wall," when they say, "teacher leave them kids alone." I know I must leave my kids alone, and not mess with their heads. How many of my students, or even fellow teachers, appreciate that sentiment, the teacher who knows that her job has limits? I have never put myself on a pedestal.

But fundamentally, I don't think I'm as different from my students as Michael Lee ["Generation X," February 1996 *FACCCTS!* would have us think. It is true that this generation must stay in school longer than their predecessors in order to get a decent job. Just look at me; I have a master's degree, and I still can't get a full-time job. I guess I should have stayed in school longer too, and taken it more seriously. All my students have to do is look at me and they will know school is worthless.

Are these students more cynical than I am? The current decline in the economy means that, as I plan my schedule for next semester, I already realize I've been offered only half my current load of the past five years. What am I supposed to do with my already-meager salary cut in half? The governor refuses to grant me health benefits. The county Office of Education is intent on making sure I don't get any unemployment benefits. And I'm not as cynical as my students? By the way, my parents were divorced, too, when I was 18 years old.

It's true that I wasn't confronted as a youth with kidnappings, missing siblings, drug wars, armed robberies, drive-by shootings, or gangs, as our students are today. I was only confronted with a presidential assassination, race riots, a public shooting on TV (Robert Kennedy), Kent State, anti-war demonstrations, friends with holes in their thighs from Vietnam, Charlie Manson, and as I got older, a revolution in Iran (I was there dodging bullets), Jonestown,

1950s, 60s, 70s, 80s...

the Olympic shootings in Berlin, and the annihilation of our environment (which my students have never seemed to care about). Are these too far from home? What about a psychotic, abusive Vietnam veteran for a husband? Do my students only live for the moment, without regard for the future? So do I: I have no future as a 45-year-old divorced, part-time instructor with no insurance, no house, no sure retirement, no social security, no job security.

So Xers aren't as materialistic as I am: they were raised with high tech toys. They value relationships, I guess the kind praised in rap songs and grunge music of abusive attitudes towards women that some people object to. I guess I'm materialistic in contrast: after five years of college with brick-and-board shelving, a $30 water bed with homemade frame, and secondhand dishes, I spent the first five years of my career overseas, with no bed at all. I returned with one trunk containing all my worldly possessions. Only now do I have a newer vehicle and a computer (which I'm still paying for). As for relationships, who doesn't value them? Are my students special in this regard? Do they have a monopoly on feelings? After all, we Boomers were the ones who lived and breathed love and peace.

Was my high point Vietnam or Woodstock? Actually, I never went to either one. I did march for peace in San Francisco and hang out in Haight Ashbury and Golden Gate Park. And yes, I do like rock and roll, still. Isn't that the case with each successive generation, that they like different music? My dad listened to classical music exclusively. This is nothing novel.

Am I blind to Generation X? I certainly don't hold any high level corporate or government position. I don't own any home, much less an expensive one. I don't wear good clothes (just ask my friends), and I am not rich or powerful. I'm not much of an idealist, though I do pride myself on our generation's ability to have effected social change at a rapid rate. Kids today don't think twice about wearing long hair; they don't realize the battle we fought to have long hair become socially acceptable again. But I deny that I have become repressive and reactionary. Yes, I smoked marijuana freely and no, I don't want anyone to smoke anything in my workplace. However, I didn't smoke it in my college or workplace back then either, and I don't care what you smoke in your own home.

My students are streetwise, pragmatic, and suspicious and don't take me seriously. Since when did any 22-year-old take any 44-year-old seriously? Did you? They don't want to discuss gender equity; neither do I. They are already culturally diverse. Fine, but why do they persist in killing each other off in junior and senior high school? They still haven't learned the lessons of tolerance, which we worked so hard on. On the other hand, I do want to discuss the environment, which they will inherit; they aren't interested and may not even notice there's nothing left when we boomers die off. Too bad. They are marrying later and living at home longer. Fine. That's a return to much older cultural traditions when families remained tied together throughout life. How much difference does all this add up to? Not that much.

Finally, my Generation X students have a decreasing attention span, and want my class to be a fun, social atmosphere. Lovely. They need audio and video tapes, and computer projection. Great. Is this the result of being born to high technology? Or their emphasis on relationships, in short, visual segments, of course. Is this their cynicism, or pragmatism, or the result of their violent brutalization by the media and society? Or are there others factors at play here, like the globalization of society, or the angst of separation from Mother Earth?

Do my students only live for the moment, without regard for the future? So do I: I have no future as a 45-year-old divorced, part-time instructor with no insurance, no house, no sure retirement, no social security, no job security.

So we are irreparably different, are we? Is the chasm any deeper than it was between us Baby Boomers and our Depression-era parents, who were also our teachers? No, I don't watch the latest crop of TV sit-coms, I haven't bought any rap music yet, I haven't witnessed a murder lately. But I think I'm as cynical, pragmatic, streetwise, unmaterialistic, poverty-stricken, and pessimistic as any of my students will be. I know my life is not as good as my parents' was, and never will be. I will never buy a house or retire on social security. My vacations consist of driving trips to Central California. I pay for doctors' visits out of my pocket. But I am educated, and will continue to impart that education to those students who care to improve themselves, with due regard for their psychic integrity and autonomy.

Emily Strauss is a FACCC Council Member and a part-time English instructor at San Jose City College and Mission College.

"In My Opinion..." is a forum for faculty members to address community college issues. Essays represent the sole opinion of their authors, and do not necessarily reflect the views of FACCC or its board of governors.

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The Public's Right to Know

By Gary Morgan

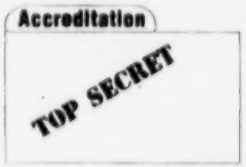
When I heard a respected college president say, not long ago, that it was important for a college to be able to keep its accreditation self-study confidential, I bristled.

After all, such a document is prepared using taxpayer dollars. Therefore, logic suggests that it would be public — like just about everything else produced with public dollars.

A little research and a lot of head-scratching later, however, I've learned that that isn't necessarily so. It seems that while most documents produced by public employees using tax dollars must be open and accessible, many may be sequestered, and they don't have to deal only with such things as litigation, labor negotiations or personnel matters.

Trying to compile a litany of what must be open and what can be kept under wraps would be as tedious as working on an income tax return, but we can identify a couple of important general principles and a few pointed examples. Please bear in mind, too, that none of this amounts to legal advice.

To start with, the philosophy behind both the California Public Records Act and the Brown Act (also known as the Open Meeting Act) is that taxpayers have a legal right to know how their money is being spent and public employees have a legal obligation to make that information available.



In addition, if a government agency subject to the Public Records Act makes any document public by letting any outsider see it or have a copy, then everyone else has a right to see it and copy it, too. A challenge in which the Black Panther Party sued the State of California established that precedent more than twenty years ago.

Dr. Wayne Overbeck, a media attorney who teaches at Cal State Fullerton, said any document kept by a state or local government agency is public unless it falls within one of the many exceptions.

THE TEMPTATION FOR MANY IS TO ASSUME A DOCUMENT MAY BE KEPT CONFIDENTIAL UNLESS SOMEONE DIRECTS OTHERWISE. THE MORE PRUDENT COURSE, PROBABLY, IS TO PRESUME JUST THE OPPOSITE.

Besides the common reasons of litigation, labor negotiations, and personnel matters, internal memoranda and working drafts are usually exempt. (It might seem to be stretching the point, but an accreditation self-study might actually be considered such a document, Overbeck said.)

Another type of document publication often occurs as part of the Brown Act. This law requires that the agenda and associated documents for every Board of Trustees meeting be available for inspection 72 hours before the meeting. Copies must even be available to anyone willing to pay a reasonable fee. When the Board's agenda references a document, that document, too, becomes public — unless it deals with litigation, labor negotiations, and personnel matters.

Such things as student transcripts are protected (under different laws), but the fact of a student's enrollment in a state institution is public information. In the same way, a faculty member's employment at a community college is public information, but that person's home address is not.

Problems sometimes arise when a college or district personnel officer seeks to protect employees or an institution by refusing to release an employee's contract or even a college's budget. To attempt that is illegal.

Section 6254.8 of the Government Code makes such contracts public, and in the case of *Braun v. City of Taft*, an appellate court held that "Employment contracts are public records and may not be considered exempt." Budget documents clearly define how taxpayer's dollars are being spent and so are not exempt, either.

But the other side of the coin is that there is a long-standing and widely recognized "deliberative process exception" to both the federal Freedom of Information Act and the California Public Records Act. That exception permits working drafts and internal documents to be kept confidential while various policy options are debated within an agency. Predictably, of course, many things come out of the typewriter that will never become public records.

Faculty aren't normally concerned with such issues. However, from time to time questions do arise concerning just what is or is not a public document.

The temptation for many is to assume a document may be kept confidential unless someone directs otherwise. The more prudent course, probably, is to presume just the opposite.

As long as we remember that serving the citizens of California means informing those citizens completely, not selectively, we're not likely to go wrong.

Gary Morgan teaches journalism at Oxnard College, where he is president of the Academic Senate.

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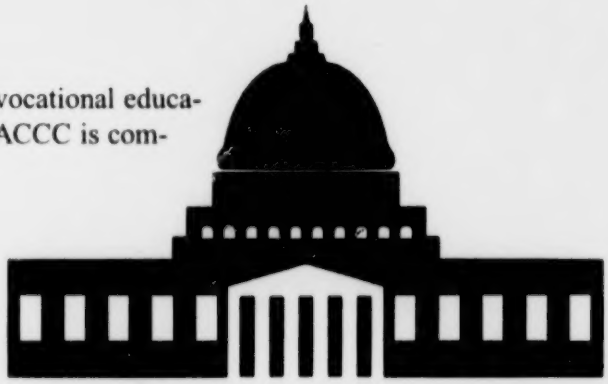
Workforce Preparation

By Evelyn "Sam" Weiss



Because so many changes are proposed in how vocational education is funded at the state and federal levels, FACCC is committed to keeping its members informed about new developments. This column, a new feature in *FACCCTS*, is one way to fulfill that commitment.

The Senate-House conference committee is expected to meet in Washington, D.C. this month to discuss the two bills on funding for vocational education across the nation. Neither the House nor the Senate bill is entirely satisfactory to the community colleges. College representatives, including FACCC, traveled to Washington late last month to meet members of the California congressional delegation and federal lobbyist, Lynda Davis (of Davis O'Connell), hired by FACCC and the Community College League of California.

Davis is trying to amend the bills to specify separate funding for education and to include community colleges in the decision-making process. You can help by writing to your representative in Congress. You may request a sample letter from FACCC. Anecdotes are a big help. Ask members of your advisory committees to write to Washington legislators about the importance of community college vocational education.

In California, the governor and business representatives have created a proposal to consolidate all funding for vocational education and short-term job training and retraining, including that of community colleges. The question is how they will allocate those funds. Faculty have asked questions about how proposed funding changes will affect Proposition 98 money used to support vocational education. While not opposed to development of the plan, we are adamant that all community college funding remain under community college control.

The governor can combine all non-Prop 98 funding for vocational education under the proposed Workforce Development Boards, which may affect existing programs. Many programs receive funds from sources outside Prop 98 and Vocation and Technical Education Act (VATEA) and these funds may be affected. It's yet to be decided what the Workforce Development Boards are, who will sit on them, and how much they will impact the community colleges. They will probably have a predominance of business and industry representatives with a minimal role for educators. Our lobbying efforts are attempting to increase the educators' voice.

> You can help by writing to your representative in Congress and identifying how the proposed changes will affect your students...Ask members of your advisory committees to write to both Washington and Sacramento legislators about the importance of community college vocational education.

In tandem with the funding changes for vocational education comes welfare reform. Results of this effort may have a direct effect on the types of vocational offerings approved by the Workforce Development Boards. For example, to maintain federal welfare funding, the state would be required to reduce the number of recipients each year. This makes short-term, job-specific training, similar to that of the Job Training Partnership Act (JTPA), more attractive than community college programs. As educators, we know short-term training sets up a revolving door. The individual may be able to get a job but it will likely be short term, and his or her skills won't transfer to other positions. Investment in longer educational programs better prepares the individual to adapt to the changing workplace. It builds a base for multiple positions and will help the person stay off welfare in the future.

I have touched on some of the workforce preparation elements affecting community colleges. Let us know what you want to see discussed in this column. Ask us questions, and tell us your concerns and successes. FACCC represents you in our lobbying efforts and your input is important to us.

Sam Weiss teaches nursing at Golden West College and is the Vocational Education representative on the FACCC board's Legislative and Advocacy Committee.

If you have suggestions for this column, please contact Katherine Martinez. We welcome your letters, e-mail (writefaccc@aol.com) or faxes (916) 447-0726.

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Lessons *continued from page 10*

"learn themselves"— teachers don't "learn their students." But teachers must be respected for the central guiding role they perform. Without teachers, there have never been schools, from ancient China and Greece to the monasteries of Medieval Europe, to the story circles of primitive Polynesians or Bantus.

"What is your most memorable moment as a teacher? After 22 years, there are either too many to remember or they were so long ago I have forgotten.

"I have a former student who is now graduating from UC Santa Cruz with a dual major in Economics and Middle Eastern Affairs and preparing for graduate study in International Relations in Switzerland. I'm terribly proud of him. Another former student has just returned from a visit to his native country after a seven-year absence, during which he came to truly value his life in the United States, including learning fluent English. I once taught a female member of the Saudi royal family, who finally learned to drive a car and vowed never to return to her repressed ways after watching me as an independent female.

"I taught a Hmong hill tribesman enough about a clock to know when the hour hand reached two, so he wouldn't miss his bus home. I testified on behalf of another student, charged with second-degree murder of an extremely abusive homosexual lover, and helped win him probation rather than a prison sentence.

"I, a Jew, once sat down with a Palestinian student and we talked about history and our relations enough to agree that we could be friends even though we might never see peace between our peoples. I tutored a young Japanese man in reading, and since both of us were History majors, we discussed World War II until we agreed that the world owed a debt to Japan for being the only country to suffer the consequences of nuclear war.

"I could go on forever; undoubtedly, all teachers have such stories. Teaching, and touching people, is its own reward." — **Emily Strauss, English, San Jose City College/ Mission College**

I believe faculty need a multiple of things to face the future. First, all faculty must be bilingual and biliterate, primarily in Spanish. The new student body population now requires that even transferable English level course instructors now comprehend Spanish, to make teaching effective.

"Second, faculty service areas (AB1725) needs to be revamped. The current structure is excluding many qualified individuals, because i.e. their master's degree in Urban Planning is not relevant to political science. Wrong, wrong, wrong. Higher education is all interdisciplinary and not based on a single subject. My M.A. in Urban Planning is a combo of Political Science, Geography, Sociology, History and Economics. The CCCs say I cannot teach in these fields. I have a problem with this approach. Lastly, computer skills.

"My most memorable moment was in a Chicano Politics course. At the end of the semester, one of my students who was disabled had the courage to sue the university for violation of his civil rights in accordance to the Disabilities Act. The university agreed to his demands of a sign language tutor and audio-visual components." — **Julian Camacho, Social Science, Compton College**

Faculty and administration need to understand that the Third Wave's "electronic cottage" is here, now, and it's not going away. Pedagogy is undergoing a major revolution. 2) The long summers." — **James Buddell, English, Taft College**

To thrive in the future, I believe faculty must focus more on LEARNING — learning instead of teaching, learning communities, building learning institutions...We also need to be very creative in dealing with change—and *not* just reacting to it, but causing it.

"My most memorable faculty moments are the times I get to celebrate teaching and learning with colleagues *and* when students "call back" to say thanks or to just stay in touch." — **Mike McHargue, Counseling/Provocateur of Professional Development, Foothill College**

To face the future, faculty need to be current in technology as used in their discipline and as a tool for classroom presentation. We should be current as to the needs of employers so that we are preparing our students for the real world. This is true for both the student who will be entering the workforce directly from the community college or transferring to a four-year institution.

"My most memorable moments as a teacher occur in the spring when present or former students seek me out to write letters of recommendation for employment or scholarship applications." — **Jeri Desmond, Accounting, Las Positas College**

What do faculty need to face the future? Access to technology, and administrators who are facilitators, not supervisors. The time is past when deans "supervise" faculty. That's like herding cats! As for the technology, faculty need a commitment to make sure technology is available in every classroom and every office — not just on administrator's desks.

"My most memorable moment as a teacher is tough to pinpoint, but I think it was the moment that I learned that a young man I had taught to write simple English before I could teach him to write for the school newspaper had been hired by the *New York Times*." — **Gary Morgan, Journalism/Academic Senate President, Oxnard College.**

I think that faculty need more time to plan, research, contemplate, communicate, synthesize new ideas and theories in our fields and prepare for the future. It seems that the increase in technological support is creating a

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faster pace and more demands on our time. We need to be able to have some time to just think and be creative.

"As a counselor, each day I have a memorable moment. A student expresses his appreciation for my coaching, another breathes a little easier because of my intervention. A smile from a student who leaves my office empowered. Or a hug from one who needed someone to listen and support them through a moment of weakness. And always, watching many of "my" students walking tall and proud in their graduation robe." — **Oscar Zavala, Counseling, Santa Barbara City College.**

Future — increase student load with less resources, lack of facilities and equipment, challenges to the integrity of the academy, maintaining quality through alternative delivery like distance education.

"Memorable — Each time a student comes back and tells you how much difference you've made in their lives; it's happened several times annually." — **Rick Matthews, Life Science, San Diego Miramar College**

Faculty in the future: Need to make learning, not teaching, the center of our mission. We as teachers need to be aware of all the alternatives to the lecture. I think the most memorable moments for me as a teacher have been students who have come back as teachers at Ventura College (or in other capacities, but working at the college) or students who are teaching elsewhere." — **Edith Conn, English, Ventura College**

What do faculty need to face the future? They face the need to keep up to date with technology (keep up with the students at least!) and learn how to facilitate learning with computers, e-mail, Internet use, etc. They face needing to learn how to teach students who may be less well prepared for college than they were 10 years ago — for example, students who need study skills, and more and more students for whom English is a second language who may not have the background knowledge that native students do.

"One of my most memorable moments is when a student told me that he had become a better student because I had bothered to pay attention to him and meet with him individually about his performance in class (which wasn't very good). I had told him that I thought he could do well if he tried - and he did! — **Sharon Seymour, ESL, City College of San Francisco**

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Book Reviews

JB-15*The Invisible Faculty*. By Judith M. Gappa and David W. Leslie. Jossey-Bass Publishers. $32.00.
FACCC member price: **$27.00**

Reviewed by Jacqueline Simon

Although written in 1993, much of the book's information on part-time instructors is still of concern.

The book addresses a study the authors conducted during the 1990-91 academic year in which they inquired about falsehoods, questions and issues involving part-time faculty across the nation and Canada.

Each of the chapters addressed issues such as defining who part-timers are; background profiles; how part-time faculty are affected by contracts and tenure; benefits to part-time faculty by states; and union representation for and by part-time faculty.

Chapter five discussed part-time faculty budgets and how this affects full-time faculty. The next chapter explained the institutions' need for hiring part-time faculty and what courses those faculty member would or wouldn't teach. In some ways, chapter seven on employment policies and practices was outdated. For example, it mentions that affirmative action is not enforced. Many schools surveyed showed a low percentage of minority part-timer. How do recent events in California affect affirmative action?

The book discusses part-timer recruitment and appointment, and details benefits such as health insurance and tuition. The authors also talk about the changing academic climate, the value of part-time faculty, the need for developing fairness in hiring and retaining part-time faculty, and the investment of human resources regarding part-timers. The authors pointed out that many institutions they visited already had provisions for part-time faculty.

The most valuable chapter is "From Invisible to Valued: Creating a New Reality for Part-Time Faculty" in which the authors conclude part-timers bring a broad base of experience to colleges. As the authors stated so well, "...a college or university strengthens itself through the wise use of part-time faculty."

I am glad this book is available. Whether you're a part-time or full-time instructor, it's certainly worth reading and appreciating as part of the on-going efforts to ensure the colleges value part-time faculty.

Jacqueline Simon teaches English at the Educational Cultural Complex, San Diego Community College District.

HW-4 *Yesteryear's Child: Golden Days & Summer Nights,* by Phoebe Louise Westwood with Richard W. Rohrbacker, Ph.D. Heritage West Books. $11.50.
FACCC member price: **$9.00**

Reviewed by Evelyn "Sam" Weiss

You'll love *Yesteryear's Child* if you have ever wondered what life was like at the turn of the century in a typical Northern California small town.

This was a time before roads were paved and California developed its love affair with the automobile, when downtown still existed and was the hub of life, when it took an entire day to travel between Oroville and Santa Cruz for a vacation at the beach.

Originally started as a gift for her children and grandchildren, Phoebe Louise Westwood's story evolved into a first-hand account of life in an era before many of our families even thought of coming to California. It tells the story of a girl growing up in a simpler time when everyone knew their neighbors and didn't need to worry about drive-by shootings. Families were larger, and aunts, uncles, cousins and grandparents lived nearby.

This is the story of community and self-reliance. Neighbors would help each other, and because of the lack of modern conveniences, each week had a rhythm and a pattern that many people never experience because of today's hectic pace. Monday was wash day, rain or shine. Tuesday was for ironing. Wednesdays were more restful with a sewing bee, tea party or the Ladies Aid Society. Thursdays and Fridays were used for practical pursuits such as mending and darning. Saturdays were for cleaning.

"Saturday night was the highlight of everyone's week," Westwood said. "All the stores stayed open until nine, and everyone, and I mean everyone, promenaded downtown after supper. For youngsters, the Saturday night excursion was an exciting experience. Things became positively sensational when Mother clutched our hand extra tight and attempted to pull us as rapidly as possible past the half doors of the saloons."

Sunday was for church and relaxation. The children did no homework (even sewing was not allowed) so they frequently found Sunday afternoons very dull.

Westwood's memoir provides us with a glimpse of life without television, airplanes, telephones, faxes, computers, or the benefits of today's medical knowledge. It shows how different groups lived in and around a town that contained the beginnings of California's modern diversity. Groups didn't mix much back then; the Chinese lived in one area in which most people didn't venture.

This short, easy-to-read book gave me a view of California that would have been impossible for me to imagine. It reinforced my knowledge that each time has its own enjoyments and problems. Life was different in the "good old days." I don't think I'd want to exchange today's hectic pace for yesterday's restrictions.

Sam Weiss teaches nursing at Golden West College and is a FACCC Board of Governors member.

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JB-10 ***Becoming a Critically Reflective Teacher,*** by Stephen Brookfield. Guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for personal and professional development. $32.00
FACCC Member price: **$27.00**

JB-22 ***The Equity Equation: Fostering the Advancement of Women in the Sciences, Mathematics, and Engineering,*** edited by Cinda-Sue Davis and associates. Addresses critical issues facing women in the scientific disciplines; examines new findings about barriers women and girls encounter at every level that reveal the most significant barriers are institutional rather than personal; and provides a blueprint for future research and policy development, describing how to build more effective programs. **$36.50**
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OS-9 ***Quicken 4 Made Easy,*** by Campbell. Learn how to use the #1 personal finance software package in the world! $21.50. FACCC member price: **$18.00.**

CS-4 ***Luis Leal: A Bibliography with Interpretive and Critical Essays.*** $15.00. FACCC member price: **$7.50**

CS-5 ***Darkness Under the Trees/Walking Behind the Spanish.*** $10.00. FACCC member price: **$5.00**

CS-6 ***Bibliography of Criticism of Contemporary Chicano Literature.*** $16.50. FACCC member price: **$8.25**

HD-4 ***Jack London and His Daughters,*** by Joan London. Meet a Jack London you never knew existed. In this evocative memoir, Joan London recaptures the yearning of a daughter for the father who left the family circle. With a selection of photographs from the album Jack London kept of his daughter. $10.50. FACCC member price: **$7.00**

HD-6 ***The Ohlone Way: Indian life in the San Francisco-Monterey Bay Area,*** by Malcolm Margolin, illustrated by Michael Harney. Vividly recreates a lost world and the people who lived there such a short time ago. $12.50. FACCC member price: **$9.00.**

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Book Review

HD-5 ***No Rooms of Their Own,*** by Ida Rae Egli. Heydey Books. $14.50
FACCC member price: **$12.00**

Reviewed by Thelma Epstein

When we think of the Gold Rush in California we envision a boisterous, all-male society prospecting for gold in the hills and valleys of the mighty Sierra Nevada mountains and the surrounding territory. For too many years, female students of California History asked, "Where were the women?"

Ida Rae Egli, who teaches English at Santa Rosa Junior College, answers with her 1992 book, *No Rooms of Their Own: Women Writers of Early California*, a charming and enlightening collection of prose and bits of poetry by several of these early Californians.

Browsing among the collected reminiscences, the reader occasionally mines nuggets of narrative gold as in the stories "My Grizzly Bear" and "Sierra Neighbors," both delightful tales by Jessie Benton Fremont, beautiful wife of Colonel John C. Fremont, the first Republican candidate for the U.S. presidency in 1856.

Jessie Benton, daughter of Missouri Senator Thomas Hart Benton, had the Washington, D.C. world at her feet when she eloped at age 17 with Fremont, a member of the Army Topographical Corps. She and Fremont lived an erratic life together on both coasts, in the nation's capital and in Northern California. It is Jessie's first-hand stories of life at Las Mariposas Ranch in Bear Valley that engage the reader in what it was like to be a pioneer woman struggling to establish a home in the newly developing state.

The brief "My Grizzly Bear" is written in a clear, adventurous style as Mrs. Fremont and her party face a mean grizzly on a day's hike into the hills near her home. In "Sierra Neighbors" descriptions abound of her difficulties with housekeeping. A task as simple as hiring a laundress to do the weekly wash is described in sympathetic detail as, first a "most beat out" young wife, with baby and surly husband in tow, is found and hired only to be lost when the husband is stricken once again with gold dust fever.

Next, Native American girls from the nearby village are engaged. "We were warned they would carry off anything they fancied, but they never did. Punctuality was not their gift, but good humor was, and a genuine girlish pleasure in praise and rewards." Jessie's word pictures of the local natives conjure up "...one very old body, too old to pound acorns or gather sticks — she looks herself like a fagot of dried sticks..."

For young California History students, both male and female, Egli's collection will serve as a tasty tidbit of writing that is both pleasant and personal. Think what all the women pioneers could have written if they had the time and talent to put into words what they were experiencing each day, long ago.

Thelma Epstein teaches history at De Anza College.

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New Kid On The Block

By Jennifer Saito

The other day I had a phone conversation with Adam, an old college friend of mine.

Adam was one of those people who stuck out, even at Berkeley during the era of the Naked Guy. After all, he was quite possibly the first man to audition for the all-female *a cappella* group, The California Golden Overtones. He was in drag, of course — Robert Bly beat your drum out.

Adam now lives in the benign suburb of Stamford, Connecticut and works for Reuters. In any case, there I was on the phone with him as he contemplated when exactly to move on to greener pastures at the World Bank. "I know this sounds strange," he ashamedly whispered, "but, I'll have a much better benefits package if I wait until after the New Year to quit."

Then the enormity of that statement hit us both — we were discussing BENEFITS PACKAGES. A whole generation was beginning to take out their navel rings, shave off those goatees and talk about 401K plans and mission statements. As a newly-hired math instructor at Los Medanos College with a dental plan and life insurance (life insurance!) I, too, felt like a false pretender to the Generation X throne.

I was hired at LMC at the age of 24 after a brief foray into the freeway-flying world of "Part Timing." Teaching part time was a challenge more to my odometer than anything else, and I imagined that now that I'd landed a full-time position, my life would become simpler. But of course, over the past two years the complexity of the California Community College system has become apparent to me.

Luckily, my college has an orientation program called Nexus to help new faculty adjust. Led by the fearless Dave Nakaji, the 10 of us struggled to translate all of the acronyms being used effortlessly by our colleagues. I remember being overwhelmed by the infrastructure "necessary" to run an educational institution.

Nowhere was the insufficiency of my knowledge more evident than at the Academic Senate meetings. We could argue for 2 hours about policies which hadn't even occurred to me the day before. In addition, it seemed as though many issues had their roots in occurrences 15 or 20 years back. My fellow freshmen and I sat in silence, desperately longing for the day when we could say, "Actually, back in '96 the *original* intent of this policy was ...."

But slowly, we adjusted. I began to understand every third acronym. I began to speak up in my department meetings and even occasionally in the Senate. I finally began to understand why it made sense that writing a mission statement for a college took a committee, a task force, six drafts and, of course, a high-paid consultant.

But then I stopped myself. Had I been trying so hard to fit in and "understand the culture" that I'd checked my common sense at the door? After all, if there's anything to learn from the downsizing scare following the corporate party known as the '80s, it's that if you're not efficient and relevant, you won't last into the next millennium.

This is the challenge facing the California Community Colleges. Unlike other businesses, we have been largely spared the grueling process of competing for contracts, but with the changing political climate who knows how long this will last? I believe that the community colleges play a vital role in the educational system of our state, but I also believe that we must continue to earn this privilege by efficient and innovative use of our resources to deliver the *best possible education* for our students. This single goal alone should be our continual primary focus, but it often gets lost in the big picture.

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As a new faculty member I have certainly felt pressure to pay my dues and go along with the process until the blessed granting of tenure. But certain questions stay fixed in my mind: Do we really need to have all of these committees and task forces and consultants? Is our curriculum relevant and rigorous? Do we work as a community instead of Balkanized enclaves? What does excellence in education mean anyway?

I certainly don't claim to have any easy answers to these questions, but I am grateful to be in a position to be able to attempt to answer them. While at a recent community college job fair representing my district, I realized just how coveted these jobs of ours are. Let's take advantage of the rather artificial mark of a passing millennium to reevaluate the privilege and responsibility of our positions.

Jennifer Saito is a mathematics instructor at Los Medanos College.

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Teaching

My idea of education is to unsettle the minds of the young and inflame their intellects.
— Robert Maynard Hutchins

The only interesting answers are those which destroy the questions.
— Susan Sontag

It is a greater work to educate a child, in the true and larger sense of the word, than to rule a state.
— William Ellery Channing

Nothing in life is to be feared. It is only to be understood. — Marie Curie

Life is the first gift, love is the second, and understanding the third.
— Marge Piercy

Education is not the filling of a pail, but the lighting of a fire.
— William Butler Yeats

The man who is too old to learn was probably always too old to learn.
— Haskins

That is the happiest conversation where there is no competition, no vanity, but a calm, quiet interchance of sentiments.
— Samuel Johnson

The test and the use of man's education is that he finds pleasure in the exercise of his mind.
— Jacques Barzun

It is better to ask some questions than to know all the answers. — James Thurber

There are two ways of spreading light: to be the candle or the mirror that reflects it
— Edith Wharton

The dedicated life is the life worth living. You must give with your whole heart.
— Annie Dillard

Knowledge is the antidote to fear.
— Ralph Waldo Emerson

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